Workplace, Executive and Life Coaching: 
An Annotated Bibliography from the Behavioural Science and Business Literature

Anthony M Grant PhD
Coaching Psychology Unit
School of Psychology,
University of Sydney,
NSW 2006 Australia
anthonyg@psych.usyd.edu.au
www.psych.usyd.edu.au/coach

Scholarly Coaching Publications from 1937 to 1st May 2009 (N = 518)
PsycINFO, Business Source Premier and Dissertation Abstracts International
(Excluding books, educational coaching and therapeutic work with clinical populations)

Abstract
The use of coaching in order to enhance performance, professional or personal development, psychological and subjective well-being, and general life experience is increasing in popularity. This annotated bibliography draws only on scholarly papers from the behavioural science literature as presented in PsycINFO, Business Source Premier and Dissertation Abstracts International (DAI), and covers the peer-reviewed behavioural science literature on executive, workplace and life coaching. Published peer-reviewed research has significantly escalated since 1995. The first published peer-reviewed paper on coaching was published in 1937. Between 1937 and 1st May 2009 there were a total of 518 published papers. In the 62 years between 1937 and 1999 there were only a total of 93 articles, PhDs and empirical studies published. In contrast, between 2000 and May 2009 there were a total of 425 articles, PhDs and empirical studies published. There have been 156 outcome studies published since 1980; 104 case studies, 36 within-subject studies and 16 between-subject studies. Of the 16 between-subject studies, only 12 were randomised studies (see Table 1 in appendix). The knowledge base underpinning coaching appears to be growing at a substantial rate. To further move towards a solid evidence-based approach to coaching, more between subject studies, and particularly randomised outcome studies, are needed.

Please cite this paper as: Grant, A.M. (2009) Workplace, Executive and Life Coaching: An Annotated Bibliography from the Behavioural Science and Business Literature (May 2009), Coaching Psychology Unit, University of Sydney, Australia

I would like to acknowledge the invaluable assistance of Sina Kalbe in the compilation of this edition of this annotated bibliography.

Note: This annotated bibliography includes the journal Coaching: An International Journal of Theory, Research and Practice which is in the process of being indexed by the above databases. This annotated bibliography is maintained and updated on a regular basis. For up-to-date editions please feel free to contact the author.
Total Number of Publications N = 518 (1937 - May 2009)

Types of Publication 1980 - May 2009

- Articles (n = 265 since 1980)
- PhD (n = 77 since 1980)
- Empirical (n = 186 since 1980)
Types of Publications 2000 to May 2009 (N = 304)

- Articles: 2000 to May 2009 (n = 192)
- Empirical: 2000 to May 2009 (n = 117)
- PhD: 2000 to May 2009 (n = 32)

Types of Outcome Study 1980-May 2009 (N = 156)

- Case Study (n= 104)
- Within Subjects (n = 36)
- Between Subjects (n = 16)
Citations are categorised as follows:

A = Primarily a discussion article
E = Primarily an empirical study
PhD = PhD

1935 – 1939 (n = 2: A=2)
A report of a profit-sharing plan in existence in the Hosking Manufacturing Company, Detroit, since 1923. After deducting from the total profits an amount equal to 6% of the value of the outstanding stock, the balance is divided among employees in proportion to their responsibility in creating the profits. Three groups share the profits: department heads, assistant department heads and salesmen, and factory employees and clerks. The last group is divided into three classes according to service record: 5 years and over, 3 to 5 years, and 1 to 3 years. Participation in each group is in the proportion that yearly salary or wage bears to the total for each group. In consequence costs have been reduced, labor turnover is almost non-existent, and older employees assume the task of coaching others in the importance of spoiled work. ((c) 1997 APA/PsycINFO, all rights reserved) A

In a discussion of methods and pitfalls in the development of a sales training program, the author advocates the group personal coaching method as being most effective. (c) 1997 APA/PsycINFO, all rights reserved) A

1940 – 1944 n= 0

1945 – 1949 (n = 1: A=1)
The foundation of training at DuPont is training through example all along the line. Next in importance comes coaching on-the-job, which is really just good supervision. There is also departmental training which consists of discussion meetings held by department heads for their supervisors or foremen. To obtain uniformity of policy, plant-wide discussion meetings are held for department heads, foremen and supervisors from various departments. In addition, plant-wide informational meetings are held. Finally, special short programs are prepared to train along lines not yet incorporated into the regular training programs. ((c) 1997 APA/PsycINFO, all rights reserved) A

1950 – 1954 (n = 1: A=1)
This is a case study presentation of a training program for executives of a pulp and paper mill in the south. It is based on the work simplification approach to problem solving which, among other things, assumes that the most important aspect of any production problem is the human factor. Ten premises upon which the program is based are discussed briefly, and the presentation of the program is outlined. The author's general conclusion is that the problem of executive development is a problem in (1) counseling, (2) coaching of each executive by his superior, and (3) training in human behavior. It is a problem of getting the individual executive to understand his own needs for acceptance, his fear, and his aggressions. ((c) 1997 APA/PsycINFO, all rights reserved) A

1954-1959 (n= 8: A=8)
The training director may form training committees of line members or he may visit representative units and interview a few of the supervisors personally to determine training needs. Then the training can be done by personal, individual coaching by their bosses. Case books may also be used if there is follow-up-to see that the material is not only understood and accepted, but also put into use. ((c) 1997 APA/PsycINFO, all rights reserved) A

A follow-up interview after a performance appraisal can be an effective form of coaching if it results in fostering the appraisee's own insight. The objectives should be a personal recognition of limitations and a self-propelled motivation toward improvement. Insight is inhibited, however, by errors on the part of the interviewer who may order, plead,
reassure, advise, or "explain" in his approach to securing attitudinal change. A "healthier" approach is for the interviewer to be an active or passive listener, which allows the subordinate to explain himself. ((c) 1997 APA/PsycINFO, all rights reserved) A

The seven guides used to help develop executives in a small company employing about 125 people are: (1) Psychological appraisal of management, including foremen, to learn for what jobs to train them, (2) Writing and using job descriptions in order to know what they must learn, (3) Goal-setting, that is setting standards for each executive to reach during the year. (4) Coaching his men is the responsibility of each boss in training his men. (5) Motivating the men by helping them meet all their needs, not just the financial ones. (6) Individual progress reports consisting of discussing performance ratings with the men rated once or twice a year. (7) Check where the company stands in its developing program. ((c) 1997 APA/PsycINFO, all rights reserved) A

Company programs should focus on the work a manager does if they want to develop managers. Managers are engaged in planning, organization, coordination, motivation, and control. The author feels that a form of apprenticeship is needed for managers, an internship in management, which can be accomplished through coaching. ((c) 1997 APA/PsycINFO, all rights reserved) A

The author contends that the personnel specialist "should be effectively developing—in co-operation with the line-policies and procedures which will enable each line man to handle the job. Thereafter it is the personnel specialist's duty to help the line through training, coaching, coordinating, and other techniques, so that each line man can accomplish his desired objective." Precepts are presented for improving line-staff relationships. ((c) 1997 APA/PsycINFO, all rights reserved) A

Nearly 500 critical incidents, describing behavior of salesmen which resulted in success or failure in selling, were collected by sales managers. Of these 64% were classified under presentation, 24% under preparation, and 11% under customer relations. The classification of critical requirements in selling for this company has been made available for use in training and performance analysis. A check list of 25 items has also been prepared for use of sales managers in coaching salesmen in the field. ((c) 1997 APA/PsycINFO, all rights reserved) A

"The purpose of this paper is to describe psychology in action at the executive level, pointing up some of the unique problems and opportunities." Illustrative material in the form of 2 case histories is presented. Psychological descriptions based on interviewing and psychological testing serve: as a means of assisting individuals better to understand themselves and their developmental needs; as an applicant selection tool; and as a manpower inventory tool, thereby contributing to more effective utilization and coaching of personnel as well as to internal selection for promotion or transfer. The psychologist may agree to furnish a report to management, but "this is done only after the report has been shown to and discussed with the individual and his consent obtained to discuss it with his superiors." The "psychologist's professional loyalty is to the individual as well as to the company." Special problems of the clinical psychologist in industry are contrasted with the situation of clinical psychologists in private practice. ((c) 1997 APA/PsycINFO, all rights reserved) A

"The art of coaching is something that some men will never learn and others do not need to be taught. But between these extremes we can count the vast majority of managers who can be trained to do a better job of counseling their subordinates." A typical workshop program is outlined. ((c) 1997 APA/PsycINFO, all rights reserved) A

1960 – 1964 (n = 1: A=1)

Although good coaching is basic to managerial productivity, most organizations have difficulty getting their managers to be effective coaches. The author's research provides numerous insights into this problem. ((c) 1997 APA/PsycINFO, all rights reserved) A

1965 – 1969 (n = 2: A=1, PhD=1)

Anthony M Grant PhD anthonyg@psych.usyd.edu.au
This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology, University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering.
This version supersedes all past versions of this document

"Traditionally trade skills are taught to apprentices on the job by direct instruction and coaching under the guidance of qualified tradesmen. Criticism of this method has led to supplementary instruction in training schools. In addition, research into the nature of industrial skills has led to improved training methods. In particular, methods based on the fine analysis of particular skills into their elements has been used successfully in the field of semi-skills. Programmed instruction also appears to be finding increasing use." (30 ref.) (c) 1997 APA/PsycINFO, all rights reserved)


1970 – 1974 (n = 2: A=1, PhD=1)


Presents a theoretical discussion of job enrichment methodology. The implementation of job enrichment strategies is considered as a special case of introducing change in an organization. A step by step procedure is outlined, consisting of experimentation, supervisory coaching, identification of jobs, implementation, and feedback and follow-up. Job enrichment provides the employee with opportunities for achievement, recognition, responsibility, and mental growth. It is concluded that successful application of this methodology requires continuous managerial commitment. (c) 1997 APA/PsycINFO, all rights reserved)

1975 – 1979 (n = 2: A=2)


Describes problems of the initial management of new 1st level managers and professionals, and summarizes methods for solution. Mismatched expectations are prevented by early discussions using a structured format. Stifling of creativity is handled by identifying job constraints and coaching employees accordingly. Lack of managerial sensitivity is countered by offering a short course on how to manage the new employee. Inappropriate screening criteria are avoided by using a detailed checklist to specify abilities and behaviors required by the open job. Action steps of this kind have proved effective in supporting job satisfaction and in promoting productivity on the job. (c) 1997 APA/PsycINFO, all rights reserved)

1980 – 1984 (n = 7: A=5, PhD=2)


Suggests that effective managers can be trained by other employees acting as coaches, sponsors, and mentors. In coaching, a boss helps a subordinate meet specific growth needs. Sponsors discover and foster individuals for enhanced placement in other parts of the organization. The mentor/protege relationship is deeper than that of sponsor/protege and involves increased responsibility for guiding, directing, and developing other people. (c) 1997 APA/PsycINFO, all rights reserved)

Effective performance appraisals are based on an open constructive exchange of information between the employee and the supervisor. Assessment must be based on performance criteria and job-relevant behavior, provide equal positive and negative feedback, offer specific actions for improving upon weaknesses, and separate the appraisal of current performance from potential for future jobs. A clear understanding of job requirements, mutually acceptable performance objectives and expectations, and timely performance coaching can lead to improved performance and productivity. (9 ref) ((c) 1997 APA/PsycINFO, all rights reserved)  

Holoviak, S. J. (1982). "The impact of training on company productivity levels." Performance & Instruction 21(5): 6-8. Examines training programs in relationship to variations in company productivity levels. Managers at various levels from 6 underground coal companies were interviewed. Results show that companies that provided greater amounts of management and supervisory training also achieved higher productivity. Company-sponsored programs varied considerably in terms of depth of coverage and by means used to facilitate the learning process. They were either very complex and thorough in an operational sense or they had "rest and rehabilitation" sessions to reward hardworking employees. It is suggested that to link the training content to desired objectives is a multi-step process. This process requires that (1) training needs, objectives, and interactions with various departments be clearly specified; (2) current programs be broken down, analyzed, and compared to alternative techniques; (3) learning-task objectives of training for the company be examined and then an optimum progression through the program set forth; (4) feedback loops be instituted to ensure continued top management support and commitment; and (5) follow-up in the use of newly taught skills through supervised practice, coaching, counseling, and appraisal be included. (14 ref) ((c) 1997 APA/PsycINFO, all rights reserved)  

Tyson, L. and H. Birnbrauer (1983). "Coaching: A tool for success." Training & Development Journal 37(9): 30-34. Describes the functions and advantages of having coaches in private industry whose job is to aid employees in new assignments or positions. Coaches can assist employees in developing motivation, improving performance, and providing an environment conducive to explanation and discussion. A plan for industrial coaching, rules for good coaching, and coaching pitfalls are outlined. (c) 1997 APA/PsycINFO, all rights reserved)  


Kelly, C. M. (1984). "Reasonable performance appraisals." Training & Development Journal 38(1): 79-82. Discusses the problems that exist with any employee appraisal system. Management must recognize that no appraisal system is perfect and that any assumptions of perfection will lead to reduced management credibility. Appraisals are almost always perceived in a negative way by employees since their egos and income are at stake and the act of evaluation is antithetical to a genuine coaching or counseling relationship. Both management and employees should also recognize that appraisals are not objective. An assumption of objectivity denies the maturity and common sense of the appraisee and damages the manager employee relationship. In order to improve the appraisal process, (1) employees should be told how the appraisal process fits into the company's procedures; (2) the appraisal session should be brief, and there should be no attempt to resolve significant issues; (3) management should be willing to admit that the appraisal system is fallible; and (4) performance categories should be clearly explained. (1 ref) ((c) 1997 APA/PsycINFO, all rights reserved)  


1985 – 1989 (n = 12: A=6, PhD=4, E=2)  

Barratt, A. (1985). "Management development: The next decade." Journal of Management Development 4(2): 3-9. Discusses the desire of many organizations to find innovative ways of improving the utilization, development, and growth of their employees. To ensure that individual-level managers have the right skills and expertise to cope with the 1990's, their attention should be focused on returning to a high level of appropriate communication, coaching, problem-solving, and leadership skills for improving their organizational effectiveness. ((c) 1997 APA/PsycINFO, all rights reserved)  


Kelly, P. J. (1985). "Coach the coach." Training & Development Journal 39(11): 54-55. Discusses the benefits to be derived from the coaching of sales representatives by field sales managers and reviews ways to institute such coaching. Trainers may have to convince managers of these benefits by showing that, despite their time constraints, the return on their investment is worthwhile. Trainers who are coaching managers to coach
may also have to deal with problems of self-discipline and changing roles in managers. ((c) 1997 APA/PsycINFO, all rights reserved)  

Discusses the relationship between types of power and leadership styles (LSs) in organizations and the effect that these types of power and LSs have on the culture, climate, and results of an organization. Two sources of power are considered: the organization and the individual. Six types of power are considered: coercion, position, reward, support, knowledge, and interpersonal competence. Four derivative LSs are considered: coercive, controlling, participative, and coaching. Using a transactional analysis approach, behavioral responses stimulated by different LSs are described. The most probable consequence of the coercive and controlling LSs will be the establishment of a symmetric relationship between the leader and group. In the coaching LS the leader relates to the group in a semi-symmetric way. The participative LS is symmetric-free so that individuals relate as equals. (31 ref) ((c) 1997 APA/PsycINFO, all rights reserved)  

Discusses the 4 roles of managers in employee career development (coaching, appraising performance, advising, and referring); the rationale for each role; reasons why managers may resist these roles; recommendations to facilitate learning in each of the 4 roles; and the rewards that result from career development efforts. Instruments are presented for assessing organizational support for career development and the match between manager and employee objectives. ((c) 1997 APA/PsycINFO, all rights reserved)  

Discusses the importance and effectiveness of managers who act as mentors/coaches to employees. The role of coaching and creating the proper climate for the mentor employee atmosphere is described. Emphasis is placed on the importance of observational, analytical, interviewing, and feedback skills. It is suggested that managers need to learn how to be active listeners, paying attention to buried feelings, beliefs, or ideas that the other person is trying to communicate. (0 ref) ((c) 1997 APA/PsycINFO, all rights reserved)  

A coaching intervention implemented by first level managers was used to modify six behaviors of 24 male forming-machine operators in a mid-sized fastener manufacturing organization. Changes in these behaviors were directed towards reducing the percentage of scrapped materials and therefore the overall production costs. This intervention consisted of observing on-the-job performance, analyzing behavior deficits, and prompting specific behavior changes. The coaching intervention followed a baseline on which performance feedback, group goal setting, task clarification, the setting of standards, and praise had been previously introduced. Coaching was evaluated using a multiple-baseline across subjects (departments) design having withdrawal components within each of the two baselines. Appropriate manipulation and reliability checks were also conducted. Coaching resulted in changes in all six of the operator behaviors, although not consistently for both shifts. Two of the six operator quality behaviors for the first and second shifts changed much more dramatically than the others however, and were associated with 30.9% and 43.1% reductions in scrap production for the first and second shifts respectively. Furthermore, during the withdrawal phases scrap production returned to near baseline levels. The results of the present project supported the assertion that coaching could have a significant effect on behavior, and subsequently scrap production, beyond those attained by other more conventionally employed interventions. A questionnaire was administered to employees following the final withdrawal conditions. These operators reacted favorably to the coaching intervention and preferred its continuation. Benefits analyses indicate program-related reductions in scrap production were potentially worth $155,844 in annual savings. However, attainment of this benefit appears to require improved control of rejection production, possibly through coaching procedural modifications.  

The primary purpose of this study was to provide an understanding of the coaching process which is defined as a leader-initiated informal discussion designed to bring about a change in employee behavior, attitudes or actions. The study was conducted in a well-known, medium-sized insurance-oriented company. This investigation addressed four major concerns identified in the literature review: (a) the lack of direct and specifically-focused studies in the area of leader coaching behaviors; (b) the lack of investigations to support models proposed in the popular literature; (c) the lack of clarity regarding the role of different variables in the coaching process; and (d) an excess number of studies on simulated or artificial organizational situations. The naturalistic or qualitative method of investigation was used to gather data from interviews with leaders who were nominated as effective coaches and leaders who were nominated as less effective coaches. Interviews were also utilized to gather data from employees regarding their perceptions of the coaching process. Finally, with the aid of tape recorders, data were gathered from real coaching discussions between leaders and employees. Through a process of content analysis, key leader behaviors emerged and major
categories of coaching behavior were formed. Forty-eight categories of behavior were ultimately identified and labeled and were formed into two primary groups. One group was supportive/non-supportive leader behaviors; the other was initiating/confrontive leader behaviors. These two major groups of behavior form a preliminary model of the coaching process that has been labeled SUPPORT/INITIATE. In addition to the structure of the coaching process itself, this investigation reports on findings regarding the length, location, planning, preferred intervals, purpose and other general perceptions about the coaching process in an organizational setting.


In the past several years, Counseling and Industrial/Organizational Psychologists have shown increased interest in collaborating to develop human resource development programs. One product of this collaboration, a program called Individual Coaching for Effectiveness (ICE), is an intensive and individualized program consisting of assessment, training, and follow-up. The goal of the ICE program is to enable company referred employees to overcome interpersonal or work-style problems that, at minimum, are deemed by their organizations to be career limiting, but are more likely career threatening. The present study, the first systematic evaluation of the ICE program since its inception in 1981, followed up 166 past ICE referrals from 66 companies in an attempt to answer three questions. The first question led to an extensive data collection focusing on describing past ICE referrals, their archival scores on numerous psychometric instruments, and both self and work supervisor motives for participation in ICE. The second question related to the perceived outcomes of training. Results showed that about 10 per cent of referrals were not admitted to training, and about 30 per cent of trainees did not complete training. Results related to job tenure suggested that the 'Completed Training' group had the lowest proportion of turnover compared to the 'Partial Training' and 'Not Admitted' groups. Across 11 of 15 training related outcome ratings, the Completed Training group was rated significantly higher than the Partial Training group. The third question examined theories-in-use by the ICE staff. These theories specified the variables they believed were associated with referrals being admitted to, completing, and benefitting from the ICE program. Overall, the findings suggested that the theories (1) did not appear to represent actual admission practices, and (2) may not have accounted for between or within group differences in outcomes. However, a number of promising variables warranting further research were identified. The present study was preliminary in nature and limited by problems related to (1) the type and timing of data collection, (2) data analysis problems attributable to small numbers of subjects and missing data, and (3) the absence of a control group. Contributions of the study include laying a foundation for future research and providing recommendations for program improvement.


Discusses alternative methods of preparing occupational therapists to assume management roles, including management by objectives, coaching, action learning, job rotation, and self-development. 90 head occupational therapists employed in the Health Service in Scotland completed a survey rating the degree of helpfulness of certain management development activities (MDAs) in preparing them for the position and in fulfilling the role of manager. Results indicate that Ss made use of some of the MDAs discussed. ((c) 1997 APA/PsycINFO, all rights reserved)

E E

E E


Contrasts current management culture (based on the intention to control others) with an action-oriented, coaching-based management culture based on the intention to empower others. Coaching captures the skills that enable people to shift their thinking from a traditional paradigm of control/order/prescription to a paradigm designed for acknowledging and empowering people. Partnership between managers and employees is fostered. ((c) 1997 APA/PsycINFO, all rights reserved)

A A


Examined reliability and validity for 13 factor-analytically derived leadership assessment scales. Self-ratings were gathered from 385 managers and parallel form ratings were collected from 1,965 subordinates, peers, and superiors. Factor analysis of leader behavior items produced 13 leadership assessment scales: Coaching and Mentoring Others, Sensitivity to Others, Integrity in Dealing With Others, Participative Behaviors, Criticism of Others, Self-Serving Behaviors, Charismatic Behavior, Incisiveness, Risk Taking, Hesitancy, Directness, Future Orientation, and Motivation. The 13 scales had high internal consistency, strong inter-rater (peer, subordinate, superior) reliability, and moderate convergence of self-ratings and aggregated ratings by others. In addition, the scales proved useful in explaining subjective ratings of influence and leadership, as well as self-reported salary and salary progression. ((c) 1997 APA/PsycINFO, all rights reserved)

E E

Reports an error in the original article by R. D. Evered and J. C. Selman (Organizational Dynamics, 1989 [Fall], Vol 18[2], 16-32). Corrections are made to a sentence on page 18 and a sentence on page 20. (The following abstract of this article originally appeared in PA, Vol 77:13509.) Contrasts current management culture (based on the intention to control others) with an action-oriented, coaching-based management culture based on the intention to empower others. Coaching captures the skills that enable people to shift their thinking from a traditional paradigm of control/order/prescription to a paradigm designed for acknowledging and empowering people. Partnership between managers and employees is fostered. (PsycINFO Database Record (c) 2000 APA, all rights reserved) A


The purpose of this study was to examine the relationship of the dimensions of psychological type, as measured by the Myers-Briggs Type Indicator, to the coaching behaviors and activities of corporate middle managers. The coaching behaviors of the 90 corporate middle managers studied included providing positive and negative feedback to employees, providing direction to coaching discussions, emphasizing facts or concepts, adhering to schedules in coaching activity, and identifying employee development needs. Data regarding coaching behaviors was obtained by means of a specifically designed instrument, The Research Survey of Coaching Activity, which was administered during formally defined coaching activity sessions. The data was analyzed by means of Pearson product moment correlation coefficients, t-tests and Chi square measures. Significant relationships were found between the extraversion-introversion and sensation-intuition dimensions of type and the amount of time spent in coaching activity areas. A relationship was also found between manager preferences for extraversion and intuition and higher effectiveness ratings by subordinates of manager coaching behavior. In addition, a significant relationship was found between amount of time spent in coaching by managers and employee perceptions of manager effectiveness in coaching. Preferences for extraversion and intuition correlated significantly with giving more positive feedback. Managers with preferences for judgement placed more emphasis on tight scheduling, and manager preferences for intuition and thinking were related to more attention to identifying the development needs of subordinates. There was a significant positive relationship between manager coaching effectiveness and all of the management coaching behaviors studied. Manager ratings of difficulty with coaching activities did not relate significantly to type. There were no significant differences in time spent in coaching activities by older or younger managers. However, a significant relationship was found between functional work assignment of managers and their preference on the extraversion-introversion dimension of type. Recommendations were made both for further research and for the professional development of coaching skills of practicing managers. Training programs which provide information on type and the potential influence of typon coaching behavior were recommended. E PhD


Examines how supervisors can effectively provide ongoing performance feedback and coach staff members in a formative role in the context of a performance management model. Feedback indicates to staff how well they are doing on their performance expectations, while coaching addresses how they can improve their performance. Providing effective feedback and coaching staff members as a formative or ongoing evaluation process is essential to good supervision. Placing feedback and coaching in the context of a performance management model allows for this formative evaluation approach because summative evaluation is addressed through the performance appraisal part of the model. Use of basic communication skills by the supervisor will make feedback and coaching more effective. ((c) 1997 APA/PsycINFO, all rights reserved) A


The problem. The purpose of this study was to test the efficacy of coaching as a vehicle for enhancing transfer of training by comparing the performance of two groups of corporate employees, one which received coaching on the trained skills and one which did not. Method. A quasi-experimental field study was conducted. Ninety-one employees enrolled in six regularly scheduled classes on interpersonal communication formed the initial subject pool. Three classes were designated control, and three were designated experimental. Managers who declined to participate, coupled with substantial dropout of both subjects and raters, reduced the sample size to 17 experimentals and 16 controls. Experimental subjects' managers received special training in coaching skills. On returning to the workplace, experimental subjects received coaching by their managers for a period of four weeks, while control subjects received no such systematic interaction. Pre- and post tests completed by subjects and two raters using the Interpersonal Communication Inventory provided the measure of transfer. Results. Post test comparisons of the control and experimental groups showed no significant differences between groups. The experimental group alone showed no pre-post gains, while the control group showed a gain on one of the six factors. Data from subjects alone...

Management training programs are subject to the same questions about transfer-of training which are asked of other educational endeavors. Do managers use training program knowledge on the job? Research on transfer appears to have several deficiencies. It has been largely limited to laboratory settings and the examination of simple experimental tasks. The research has resulted in very little literature documenting transfer studies in management development programs. Finally, the research has not examined the perceptions of those involved in the transfer studies. Training is intended to affect behavior; because participants' perceptions may also affect their behavior, those perceptions should be understood if training is to be undertaken effectively. To address these issues the researcher developed a five-step coaching model as a transfer vehicle. Six organizations were persuaded to add the coaching model to planned management training programs. Superiors of trainees were trained in the coaching model. The researcher used standard field study methods, interviews, observations, and questionnaires, to gather the perceptions of the manager/coaches and subordinate/trainees. The data provided these results: (1) Participants' perceptions of the five-step coaching process were largely positive. (2) Manager/coaches and subordinate/trainees did not agree about the most helpful or most difficult coaching steps. (3) Both groups of respondents rated the managers 'somewhat effective' coaches. (4) Both groups of respondents perceived that trainees 'occasionally' use newly learned knowledge on the job. (5) The researcher's observations revealed that most managers appeared not to possess several of the skills required by the coaching process. (6) Most manager/coaches would change the coaching training they experienced. The researcher concluded: (1) Participants favored increased interaction between managers and subordinates. (2) Managers do not demonstrate coaching skills; perceive they do not have time to coach; practice a task-oriented approach when they coach; coach infrequently. (3) Most managers and supervisors appear not to be aware of training issues. (4) Gathering and analyzing the perceptions of participants important to the success of endeavors should be an important organizational activity. (5) Many organization variables and managers' personal variables combine to determine whether managers coach their subordinates.

Popper, M. and R. Lipshitz (1992). "Coaching on leadership." Leadership & Organization Development Journal 13(7): 15-18. Coaching consists of 2 components: improving performance at the skill level, and establishing relations that allow coaches to enhance trainees' psychological development. Performance accomplishments are the major source of the feelings of success that enhance self-efficacy (SE). SE can be built by identifying and defining clear parameters of success, building and structuring potential success situations, identifying factors that lead to success, and identifying inner success sources. Simple and concrete tasks call for "follow me" forms of coaching, and more abstract or complicated tasks such as leadership call for "joint experimentation" and "hall of mirrors" forms of coaching. Good coaches are characterized by devotion to their profession and their strong wish to excel through constructive feedback.

Graham, S., J. F. Wedman, et al. (1993). "Manager coaching skills: Development and application." Performance Improvement Quarterly 6(1): 2-13. Describes an assessment of a program designed to enhance managers' coaching skills. Interviews were conducted with 87 account representatives who worked for 13 sales managers involved in the coaching skills program. The 8 coaching characteristics identified by C. Schilling (1991) as associated with successful sales management were addressed. Significant increases on follow-up ratings were obtained on 5 behaviors, including clarity in performance expectations, providing feedback, and rewarding performance. Results suggest that the program had a positive impact on managers' coaching behaviors, and provide preliminary evidence that managerial coaching behaviors could be enhanced through a combination of training and on the job follow-up. Successful coaching is described as a complex interaction between management behaviors, time, and manager employee relationships.

Peterson, D. B. (1993). "Skill learning and behavior change in an individually tailored management coaching and training program." DAI-B 54/03, p. 1707, Sep 1993. This study presents an innovative methodology for measuring individual change and development. This methodology is used to evaluate the effectiveness of an individualized coaching program for managers and executives. Individual coaching is an intensive development program that provides participants with new insights, principles, strategies, tactics, and skills to improve their effectiveness and performance at work. Multiple techniques (including multiple types of items, rating scales, and raters) are used in a construct-oriented triangulation approach to evaluate the
outcomes of coaching. For each participant, a customized rating inventory based on their individual training objectives is developed. This inventory is rated by the participant, their boss, and their coach at pre- and post-training, as well as at follow-up. Participants are rated on each item for their level of current effectiveness and, for the post-training ratings, retrospective degree of change. These two ratings provide different indications of the amount of change observed as a result of the coaching. For example, interrater correlations and agreement regarding the mean level of change are both higher for the retrospective change measure. All rater perspectives indicate that the coaching is effective in enhancing on-the-job behavior. On average, over 1.54 standard deviations of change are observed on the specific training objectives. Overall job effectiveness, a global outcome measure, is also rated. Based on pre- and post-training ratings, participants improve by about .85 standard deviations in overall effectiveness as a result of their coaching programs. These results compare quite favorably with the meta-analytic findings of Burke and Day (1986), who found an average effect size of .44 for subjective ratings of on-the-job behavior.


Describes the inner world and needs of today's executives and how psychologists and psychiatrists can respond to their need for consulting, coaching, and counseling. Profiles of the healthy, distressed, and impaired executive are sketched, and 3 types of services are described: executive consulting, executive counseling, and executive coaching. Although there is some overlap among these 3 services, there are considerable differences requiring specific competencies. Even though the numbers of psychological and psychiatric consultants who are attuned to the inner world and the process of executive consulting, counseling, and coaching are increasing, the demand seems greater. Networking among such professionals (especially in the division of consulting psychology of the American Psychological Association and the Academy of Organizational and Occupational Psychiatry) must be encouraged. (c) 1997 APA/PsycINFO, all rights reserved


The purpose of this study was to investigate the effect of coaching using multiple rater feedback to change supervisor behavior. Forty-five first line supervisors (subjects) at an operating nuclear power plant were randomly assigned to three groups. Subjects were rated on their feedback behavior using the Feedback Behavior Inventory (FBI) instrument by their supervisors, their subordinates and themselves. One group of subjects was given all the feedback available and coached in areas considered weak. Another group of subjects was given only self and immediate supervisor feedback and coached in areas considered weak. The third group or control group was not given any feedback or coached in any areas. In each case the person conducting the coaching was the subject's immediate supervisor. Subjects in the first two groups were coached over a nine-week period using these differing amounts of feedback. A second FBI was then administered to all raters. The first and second data sets were compared to determine any significant differences between the groups. No significant differences were noted; however, sufficient data did exist to warrant further investigation using a longer period of time between data sets. Additionally, the data revealed that in some situations the self/immediate supervisor feedback systems used in the typical performance appraisal system may not be as effective as once thought.


Investigated the skills employees associate with managers who successfully apply coaching skills, using 81 account representatives who worked for 13 sales managers trained in a coaching skills program. Ss rated their supervisor's coaching skills and provided a rationale for their rankings. The behaviors associated with high and low ratings of coaching skills are presented; including communicating clear performance expectations, providing regular performance feedback, considering all relevant information when appraising performance, observing performance with clients, developing self-improvement plans, and building a warm relationship. (c) 1997 APA/PsycINFO, all rights reserved


Describes the experience of a major real estate sales organization in revamping its in-office training. While executives initially believed that a multimedia training program was necessary, an external consultant urged them to study the situation prior to committing to any one solution. The results showed that while new sales people needed to have their field skills polished after going through prelicensing training and entering the office, that was not their most critical need. Far more important was an in-office support system, including someone to tell them how to think through inevitable rejections, maintain confidence, and integrate into the real estate community. Data reveal the need for a solution system comprised of training, incentives, performance support materials, and the introduction of a coach into each office. (c) 1997 APA/PsycINFO, all rights reserved

This study evaluated the effectiveness of a management training program on coaching skills. Forty-eight subordinates whose managers attended the training were surveyed one week prior, one week after and ten weeks after the training. These surveys determined if the subordinates' ratings of the organizational climate's openness toward coaching and their managers' coaching skills changed over time. Whether the training participants continued using their coaching skills was also explored. Significant results revealed that the coaching skills improved one week after the training.

Also, managers who continued using coaching skills were rated as more effective managers. Conversely, the managers did not significantly improve their coaching skills ten weeks after the training. Finally, the organizational climate's openness toward coaching did not significantly change over time. This study has important implications for further coaching training and provides recommendations for introducing continuous reinforcement into the coaching process.


Examined the dimensions of managerial behavior used by 267 22-66 yr old federal health care managers using the Manager's Individual Needs Assessment Inventory. Factor analysis indicated 6 underlying dimensions: coaching, responding, planning, self-developing, problem solving, and controlling. Recommendations are provided with respect to the relevance of using these dimensions for organizational training and development activities. ((c) 1997 APA/PsycINFO, all rights reserved) E


Managers, management professionals, and authors of management articles are expressing coaching is the way to empower subordinates and others to contribute fully in the workplace. However, there were unanswered questions: Were managers coaching subordinates and others? Did managers and subordinates know the components for a coaching model strategy? The research on coaching appeared to be segmented throughout the literature. Many different opinions about the coaching strategy have emerged from all types of sources. The literature review has resulted in no documentation of measuring coaching in the workplace. Consequently, the researcher was unable to find in the literature review a survey instrument to measure coaching. To address these issues the researcher developed a six component coaching strategy model to measure coaching. Two manufacturing facilities were encouraged to participate in the research to determine if coaching was occurring as determined by the established model. The data provided these results: (1) Managers' self perception of coaching subordinates was largely positive. (2) Subordinates' perception of managers coaching subordinates was not as positive as the managers. (3) Line item questions of the coaching components which needed to be addressed with training. The researcher concluded: (1) Managers favored Managers and subordinates were not aware of the components for coaching. (4) Within the two facilities ages of managers and subordinates, and hiring practices did not influence subordinates' perceptions about managers coaching employees. E PhD


Provides consulting psychologists with an overview of an approach to executive coaching that took place over 3 yrs with a troubled leader. An ongoing 360-degree assessment together with numerous "loops" of feedback and developmental counseling sessions served as the baseline for coaching an autocratic and coercive but valued executive. This case study (of a male executive in his mid-forties) explores a process that was iterative and interlaced and that resulted in significantly different and more positive and functional leadership behavior. ((c) 1997 APA/PsycINFO, all rights reserved) E


The effects of eye movement desensitization and reprocessing (EMDR) integrated into executive coaching are reported in 4 case studies illustrating varied job titles and industries. Participants received 1-10 hrs of coaching in which EMDR was used to desensitize an upsetting event that had impaired their performance at work. Outcomes indicated that EMDR desensitized the disturbing incident and that participants shifted their negative view to a more positive one. Work performance was restored or enhanced. In the 4th case EMDR appeared to decrease anxiety about job interviewing and the participant reported a satisfactory result. Findings suggest that EMDR is a promising adjunct to coaching for workplace performance enhancement. ((c) 1997 APA/PsycINFO, all rights reserved) E

Coaching of senior leaders is presented as a key component in changing organizational culture, based on the authors' more than 40 yrs of combined experience in organization development consulting and executive coaching. To enable organizations to capitalize on the advantages offered by diversity in the workforce and marketplace, senior leaders need a new set of competencies. To learn these new competencies, leaders need the support of skilled coaches who can show them the need for culture change; create a safe environment for learning; and model the skills necessary to lead a diverse, inclusive workforce through the culture change process. Specific examples are provided to facilitate the coaching process and the development of partnerships that will enable leaders to learn and grow. ((c) 1997 APA/PsycINFO, all rights reserved)  


Presents a systems-oriented approach to the leadership development of top-level executives. A structured program is described that is designed to have a positive impact at the organizational level through focused work with the individual client. Leadership effectiveness is seen as strongly influenced by the individual's past, personal life, and work environment. Comprehensive information gathered from the client's work life and personal life increases understanding of behaviors that influence performance, and thereby fosters change. Development is perceived from a holistic point of view, with benefits to the organization accruing through increased effectiveness in any areas of the client's life. A case example (of a 40-yr-old male) is given to illustrate how this approach is put into effect. ((c) 1997 APA/PsycINFO, all rights reserved)  


A review of the literature on coaching reveals that very little empirical research has focused on the executive coaching methods used by consultants with managers and leaders in organizations. Within the framework of a 17-dimensional model of systems and psychodynamic theory, the author provides an overview of a conceptual approach to coaching activities that incorporates 5 identifiable components plus an emphasis on goal setting, intervention methods, and hypothesized factors in negative consulting outcomes. A definition of executive coaching is offered as a way of summarizing the literature and differentiating these consulting activities from others for the purpose of improving conceptual clarity and encouraging specific research on the concepts, methods, and outcomes of such activities.  


Executive coaching requires the ability on the part of the coach to differentiate coaching from psychotherapy while using basic psychological skills and insights. It is usually short term and issue focused. At high executive levels, its success depends heavily on the consultant's knowledge about contemporary management and political issues. The case study of a 60-yr-old male CEO is included here to illustrate this process. Fundamentally, psychoanalytically oriented consultants help their clients attain greater psychological freedom to make their own choices and assume responsibility for their own behavior. Unlike psychoanalytic practice, however, coaching consultants may offer suggestions, information, and guidance consistent with their understanding of the psychology of the client in his or her organizational context. ((c) 1997 APA/PsycINFO, all rights reserved)  


Outlines the 5 research-based strategies that guide one-on-one coaching by a management consulting firm: forge a partnership, inspire commitment, grow skills, promote persistence, and shape the environment. The case study of a typical targeted coaching participant (a female executive who sought to develop stronger relationships with internal customers and enhanced credibility on strategic business issues) is presented and contrasted with other coaching services (i.e., intensive coaching and executive coaching) provided by the firm. ((c) 1997 APA/PsycINFO, all rights reserved)  


Presents a model of executive coaching based on the organizational requirements that shape the leadership factors to be considered in the coaching process. Consultants must clearly shape their coaching to reflect these dimensions if they are to be effective in helping to increase the effectiveness of their individual clients. Consulting issues are described as well as a specific methodology that reflects a business-linked executive development approach to coaching executives. There are 4 stages to the approach: defining the context (i.e., organizational imperatives, role-based success factors, and success-relevant behavioral requirements), assessment of the individual, developmental planning, and implementation. The case study of a middle-aged male executive illustrates this approach. ((c) 1997 APA/PsycINFO, all rights reserved)  

Anthony M Grant PhD anthonyg@psych.usyd.edu.au  

This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology, University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering. This version supersedes all past versions of this document.

Describes a systems-based approach to executive coaching that attempts to maximize the consideration of contextual factors. The case study of a 44-yr-old male executive illustrates this approach. The author notes that perhaps the greatest danger in coaching individuals from organizations in which there is no ongoing consulting relationship is the possibility that the psychologist may inadvertently participate in scapegoating by an organization or by a boss who is unable or unwilling to look deeply enough at the ways that the environment may be supporting the conditions underlying the individual's seemingly maladaptive response. The more removed the coaching is from the organizational context, the more pains the psychologist must take to ensure that the context is woven into the fabric of the coaching relationship and that the organization be persuaded that it, too, needs to play a role in defining and achieving the desired outcome. ((c) 1997 APA/PsycINFO, all rights reserved) A


Some executives use coaching to learn specific skills, others to improve performance on the job or to prepare for advancement in business or professional life. Still others see coaching as a way to support broader purposes, such as an executive's agenda for major organizational change. To an outsider, these coaching situations may look similar. All are based on an ongoing, confidential, one-on-one relationship between coach and executive. Yet each coaching situation is different and some of these distinctions are important to recognize, if only to foster informed choice by everyone involved. This article defines and explores key distinguishing features among coaching situations encountered in daily practice. Taking account of these factors, the authors suggest 4 distinctly different coaching roles. Case examples explore how these roles apply to common coaching issues facing executives and their organizations today. ((c) 1997 APA/PsycINFO, all rights reserved) A


This article explores three major problems often encountered by consultants who are engaged to coach executives and who confront difficulties related to the character of their clients: executive character as a complex adaptive system that influences the unconscious aspects of organizational life, unconscious psychological conflict as a key motivating factor in individual and organizational behavior, and the challenges of changing executive character and behavior to improve organizational performance. Conceptual approaches to understanding these problems are provided. Specific methods and techniques for managing several of the more difficult issues in creating change in the behavior of executives are presented and briefly explored. A case study illustrates the material. ((c) 1998 APA/PsycINFO, all rights reserved) A


Examined the effects of executive coaching in a public sector municipal agency. 31 managers underwent a managerial training program, which was followed by 8 wks of 1-on-1 executive coaching. Training increased productivity by 22.4%. The coaching, which included goal setting, collaborative problem solving, practice, feedback, supervisory involvement, evaluation of end-results, and a public presentation, increased productivity by 88.0%. This represented a significantly greater gain compared to training alone. Results indicate that executive coaching is an important way of ensuring that knowledge acquired during training actually emerges as skills that are applied to work. ((c) 1998 APA/PsycINFO, all rights reserved) E


While the public and the mass media have continued to uphold and find relevance in the time-honored construct of character, the scientific and professional community are in the process of rediscovering a construct they had essentially relinquished for the past few decades. This paper briefly traces the recent history of character and character structure in psychology and overviews a number of promising theoretical and empirical studies of character and character structure that have particular relevance for consulting psychologists and others involved in executive coaching and consultation. Finally, it describes six commonly noted character structures in executives. ((c) 1998 APA/PsycINFO, all rights reserved) (journal abstract) A


Resilience is the process of effective coping that leads to successful adaptation. Components of the process of coping include cognitive appraisal, utilization of personal and environmental resources, emotional response, and coping strategies. Resilient people appear to be emotionally stable extroverts who possess an internal locus of control, are focused, organized, and open-minded, view change as an opportunity, utilize social relationships for support, and select resources and strategies that are appropriate to a given situation. It was thought that coping skills training and/or solution-focused coaching might foster situational resilience during a career-threatening milestone such as preparing
for the Medical College Admission Test (MCAT), by helping people to lessen their perceived stress and thereby maximize performance. Participants undergoing a summer MCAT preparation course were randomly assigned to one of four groups: training only, coaching only, training plus coaching, or a no treatment control. Stress levels increased significantly during the course. A 2 x 2 MANCOVA on post test performance and perceived stress revealed a significant resilience by training interaction and resilience by coaching interaction on post test perceived stress. For high resilience participants, coaching may have lessened posttest perceived stress and training may have increased post test perceived stress. For low resilience participants, training may have lessened posttest perceived stress and coaching may have increased post test perceived stress. The efficacy of interventions designed to foster effective coping appear to be contingent upon an individual's dispositional resilience. Additional research is needed to ascertain the validity of the results.


Examined the critical success factors for a superb self-managing team. 43 self-managing teams at Xerox were assessed. Each team participated in a 2-hr interview; their managers provided descriptions of how they were set up; and each team member completed an extensive survey about the team. Teams were identified as superb or ineffective. Results indicate that the quality of a team's design had a larger effect on its level of self-management than coaching: the superb teams showed stronger signs of self-managing than poorly designed teams. Seven features emerged as the ones most likely to be seen in superb teams and not in ineffective teams: clear, engaging direction; a real team task; rewards for team excellence; basic material resources; authority to manage the work; team goals; and team norms that promote strategic thinking. ((c) 1997 APA/PsycINFO, all rights reserved)

E.


Psychologists working in the emerging competency area of "executive coaching" must promote a more complete understanding of what constitutes effectiveness in this arena—particularly when the expected outcome is sustained behavior change. Experienced psychologists must accept accountability for the need to inform and educate corporate decision makers about the core skills, competencies, experience, and related professional issues critical for successful outcomes. These educative efforts are essential if executive coaching for sustained behavior change is to be established as a respected consultative area adding value to organizationally based leadership development initiatives. The purpose of this article is to begin the dialogue among psychologists about the need to become more proactive in their educative efforts with these decision makers. A


To succeed, organizations must adapt to environmental changes. Executives play a critical leadership role in this process of change. Organizations often provide a coach for executives who are having trouble with change and are in need of more effective leadership strategies. The process of coaching offers a fresh perspective for understanding and affecting organizational processes and individual behavior. Coaching helps the executive focus on objectives, develops resiliency, and builds interpersonal savvy. This article explores the key elements of effective coaching, a surprisingly overlooked aspect of organizational change. Steps are outlined in the coaching process and examples are given on how the process works. A case is made for executive coaching as important leverage for organizational transformation. (PsycINFO Database Record (c) 2000 APA, all rights reserved) A


The use of multisource feedback as a management development tool is examined by integrating the empirical and theoretical literature on individual change from the fields of industrial/organizational psychology and clinical/counseling psychology. The assumptions underlying 360-degree feedback as a sufficient process of producing managerial change are questioned in terms of the theoretical and metaanalytic literature regarding the causes of personal change. It is argued that 360-degree feedback is best used as a springboard for management development. Lasting change is best achieved through an interdisciplinary coaching strategy involving what we know about adult development and change from industrial and clinical literature and practice. ((c) 1999 APA/PsycINFO, all rights reserved) (journal abstract) A


This field study addressed the question of whether voluntary participation in interview coaching is related to performance in situational interviews. Promotional procedures in 4 different police and fire department jobs were involved, allowing replication in separate samples. In 3 of 4 jobs, when controlling for indicators of candidates' precoaching job knowledge and motivation to do well on the promotional procedures, attendance at a coaching

Anthony M Grant PhD  anthonyg@psych.usyd.edu.au
This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology, University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering. This version supersedes all past versions of this document
Representatives from a random sample of 300 US corporations were interviewed by telephone to examine their use of coaching. This article outlines a coaching paradigm derived from constructive-developmental psychology, family therapy supervision, and theories of organizational cognition. The paradigm is one of transformative, developmental coaching.


Asserts that sales coaching is a critically important means used by sales managers to enhance the performance of their salespeople. A review of a number of popular press articles and books indicates that practitioners typically discuss sales coaching as a multidimensional activity consisting of 3 core constructs: (1) supervisory feedback, (2) role modeling, and (3) salesperson trust in manager. This article defines and examines the 3 sales coaching constructs in detail, reviewing the most recent academic theory and research in order to more precisely understand how and why sales coaching is effective. (c) 2000 APA/PsycINFO, all rights reserved)


All human beings suffer and struggle to gain freedom. This suffering is often about some aspect of themselves: their careers, their education, being abandoned, being ignored, not respected, not esteemed, stigmatized, marginalized, and rejected. This dissertation examines ontological coaching, a teaching and learning method in which the teacher, coach or therapist partners with the learner to end his/her suffering. The study explores a method of reinventing the self and designing the future through the use of communication as a tool for such invention. The central focus is to teach people to recognize their suffering as part of a narrative which can be reconstructed to produce new actions and freedom from what has been distressing them. They learn to transcend the inhibiting effects of their histories through the hermeneutics of stigmatized narratives. Knowledge is generated regarding theories of how human beings learn and how paradigms shift. The methodology employed is a phenomenological, hermeneutical, and narrative analysis approach to 5 stories of individuals who learned to end suffering regarding stigmatization and shame. The research question was: why and how does a method of ontological coaching allow an individual to learn to construct new narratives that gain love and freedom from suffering? (c) 2000 APA/PsycINFO, all rights reserved)


Representatives from a random sample of 300 US corporations were interviewed by telephone to examine their use of formal developmental relationships as a management development strategy. Based on an 82 percent response rate, findings were obtained regarding the frequency of programs using formal developmental relationships, expectations regarding future use of formal developmental relationships, program characteristics, program visibility, and program effectiveness. Comparisons between organizations with programs and organizations without programs were made on the basis of organization size, sales volume, employee trends, sales trends, and organizational age. From the 246 participating organizations, 52 respondents indicated that their organization had at least one management development initiative currently in place that paired employees with peers, senior managers, or outside consultants. Specific types of initiatives discussed by the respondents included one-on-one mentoring, apprenticeships, team coaching, peer coaching, executive coaching, action learning, and structured networks. Organizations with initiatives in place tended to employ more individuals and have larger sales volumes than organizations with no programs in place. (c) 1999 APA/PsycINFO, all rights reserved)


Presents the results of a study sponsored by Boston University's Executive Development Roundtable that allow a critical review of the state of the practice of executive coaching. The study consisted of interviews with over 75 executives in Fortune 100 companies, as well as interviews with 15 executive coaches referred to the researchers as leaders in the field. The study was also informed by the practical executive coaching experiences of the authors, who work in a range of institutional settings. When done as intended, coaching can be an effective means of improving business results while contributing to executive development. However, coaching can grow beyond the control of top management as the demand grows for having a "personal trainer." Not only does this aspect add considerably to the cost of doing business, but there is also the risk of wrong advice by external coaches who do not really understand the business, sometimes resulting in disastrous consequences for both the manager and organization. Although the data indicate generally positive outcomes from executive coaching activities, there were three primary areas of concern: managing the growth of demand, addressing ethical issues arising from the coaching process, and defining program scope and controlling costs. (c) 1999 APA/PsycINFO, all rights reserved)


This article outlines a coaching paradigm derived from constructive-developmental psychology, family therapy supervision, and theories of organizational cognition. The paradigm is one of transformative, developmental coaching.
coaching, and thus it differs from both cognitive-behavioral and psychodynamic approaches. The paradigm is exemplified by a model of the mental space (topology) in which executive coaching is thought to take place. The paradigm and the model are developmental in a twofold sense, that of "ontic" development occurring in cognitive organisms maturing over their lifetime ("nature") and of "agentic" development brought about by humans ("nurture"). An introduction to the model is presented, followed by the topology of the mental space of coaching, a summary, and suggested topics for future research. (c) 1999 APA/PsycINFO, all rights reserved (journal abstract) A


This study explores the transformative effects of coaching on executives on how they construe their mission, use their formal status, approach their tasks, and set goals, based on their developmentally grounded relationship to work. It examines the developmental preconditions of benefiting from a coaching relationship, and the dependency of coaching outcome on lifespan maturity. In order to tease out differences between adaptational learning and adult development, the study develops an epistemological instrument for assessing, prognosticating, and monitoring coaching outcome, both of individuals and groups. The resulting Developmental Structure/Process Tool (DSPTTM), while not restricted to organizational uses, pioneers a new generation of tools for supporting adult development in the workplace. In its design, the tool resolves dichotomies between structure and process in adult development, stage and non-stage conceptions of development, and between self and role in supporting personnel development in organizations. Thereby, the instrument resolves the dichotomy between two central meanings of the term development: first, development as something brought about by humans (agentic development), and second, as something happening organically as humans mature (ontic development). The study regards six executives presently in a coaching relationship. It is based on two differently focused interviews with the executives. Adopting a "best case scenario," the study submits the executives' self-report on changes resulting from coaching to a twofold structural analysis. It demonstrates that transformational (developmental) change, in contrast to mere learning, occurs in some but not all individuals, depending on their lifespan maturity. Adopting the vantage point of constructive-developmental psychology, and benefiting from methods of clinical and neuropsychological assessment, the study scrutinizes present career theory, executive development theory, and practice theories for coaching executives for their acumen in dealing with the dichotomies mentioned above. The study comes to the conclusion that neither behavioral nor psychodynamic approaches to executive development are optimal in themselves, but need to be complemented by constructive-developmental thinking as encoded, e.g., into the DSPTTM. Implicitly, the study suggests the need for consulting psychologists and organizational psychologists to become expert in adult-development assessment (PsycINFO Database Record (c) 2000 APA, all rights reserved) E. PhD


This case study reviews a CEO succession project that spanned the years 1994 to 1998. Against the advice of some of the board members, the CEO decided to groom his favorite candidate for the top job. He did an excellent job of supporting and coaching his replacement. Shortly after being named the new CEO, the successor began to lose the confidence of the board because he was evasive and failed to communicate effectively with either the board or his management team. In retrospect, failure occurred because the new CEO was excessively independent and the firm had become too large and complex for his management skills. Stronger initial leadership on the part of the consultant and the appropriate use of models of organizational evolution, organizational culture, and CEO assessment would have been helpful in providing the board and the incumbent CEO with frameworks that could have assisted them in managing the process more effectively. (c) 2000 APA/PsycINFO, all rights reserved) (journal abstract) E


This study looked at the self-perceptions of individuals participating in a program of executive coaching. Specifically, the study sought to investigate whether there were differences in perception about which factors in the coaching were most important in leading to behavior change between two groups—that is, those sent to coaching for developmental purposes, called High Performing, and those sent to coaching for remedial purposes, called Low Performing. The study consisted of a telephone survey of individuals completing the six month Individual Coaching for Excellence (ICE) program at Personnel Decisions International (PDI), a worldwide provider of coaching services. Before being contacted for the survey, the study participants were categorized as high performing or low performing by their respective coaches to allow for later comparison and analysis. The study hypothesis, based on attribution theory and Noe's model of behavior change from management training, predicted that High Performing individuals would rate survey items related to various aspects of the coaching experience higher if the items were associated with the individual him or herself, and Low Performing individuals would rate items higher if they were associated with people or events outside of him or herself. The results of the study did not support the hypothesis, because there was
no significant difference in ratings between the two groups. A comparison of results by gender instead of performance category, however, showed that women rated all coaching factors and all items associated with the value of the coaching experience higher than men, except for those items having to do with support from boss and support from organization. These items were rated higher by men. Inasmuch as gender differences were not the purpose of the current study, however, it is recommended that future research be conducted to validate and further these initial findings. E PhD


Purpose. This study explored the application of 360 degree feedback, supported by coaching, using the subject's current job as a learning vehicle, for the development of leadership skills. The study attempted to measure improvement in the accuracy of the participants' self perceptions, as a result of survey feedback and coaching, compared to the perceptions of others. The participants were also expected to perceive an improvement in their leadership skills as a result of feedback and coaching. Theoretical framework. The work of Kotter (1982) and McCall, Lombardo, and Morrison (1988) shaped the theoretical understanding of how leaders develop within the context of their work experiences. This study relied on that framework for identifying critical skill sets and how to develop those skill sets. Methodology. The subjects selected for this study were mid-level managers in a large state agency. Two primary instruments were used in this study to generate feedback, Benchmarks , a multi-rater feedback instrument, and the Developmental Challenge Profile, an instrument designed to help participants understand the dynamics of their current assignment, and better identify learning strategies for increasing their leadership skills on the job. The participants in this study received their survey results, along with three coaching sessions, designed to identify strengths and weaknesses and create an action plan to build on the strengths or re-mediate weaknesses.

Findings and conclusions. This study found that, with one exception, there were no significant differences between mid-level managers in this study and a normative group of public sector managers. The were no significant differences, in time one and time two data, to support that feedback and coaching significantly improved the accuracy of participants' self-perceptions or individual skills. The survey respondents did perceive that feedback and coaching had a positive impact on their leadership skills. Recommendations. The process of on-going multi-rater feedback and coaching should be expanded to a larger population. The time frame for administering surveys should be expanded to eighteen months. Mid-level managers should formally include developmental goals in annual review processes. The individual institutions should review group reports to identify needed skill development and to better target in-service training.


Examines the field of leadership development through 3 contextual lenses: (1) understanding the difference between leader development and leadership development (conceptual context); (2) reviewing how state-of-the-art development is being conducted in the context of ongoing organizational work (practice context); and (3) summarizing previous research that has implications for leadership development (research context). The overall purpose is to bridge the practice and science of leadership development by showing the importance of building both human and social capital in organizations. Specific practices that are reviewed included 360 degree feedback and executive coaching, mentoring and networking, and job assignments and action learning. Practices and research are framed in terms of a general need to link leader development, which is primarily based on enhancing human capital, with leadership development that emphasizes the creation of social capital in organizations.


Seventy-two articles on executive coaching appearing in mainstream and trade management publications between 1991 and 1998 were analyzed to determine (a) general opinions of the practice of executive coaching and (b) the extent to which training in psychology was described as relevant and useful to coaching practice. A content analysis methodology yielded reliable coding across raters. Results of the review suggest that favorable views of executive coaching far exceed unfavorable views. However psychologists were infrequently recognized as uniquely competent practitioners. Implications of these findings for psychologists in coaching roles are discussed.


The research question related to this study is: How should internal coaching be introduced and implemented in the corporate environment? Within the context of this project, the overall objective was to increase the effectiveness of leadership and management in organizations by training managers and other influencers in the organization to use coaching techniques effectively. E PhD
This is an overview of how W. Glasser's ideas are a natural fit for, and of great value to, a coach. By fully understanding Glasser's ideas coaches more effectively help their clients make better life choices. The author shares his experience with using Reality Therapy and Choice Theory to help his client's make fast and effective choices so they are more productive and successful. (PsycINFO Database Record (c) 2002 APA, all rights reserved).


Empowerment is a popular management practice, but there has been little research to identify empowering behaviors of leaders. In Study 1, the Leader Empowering Behavior Questionnaire was developed using data from 1,309 subordinates' ratings of 424 managers. Confirmatory factor analyses supported a 6-dimension model of empowering leader behavior. The 6 dimensions were delegation of authority, accountability, self-directed decision making, information sharing, coaching for innovative performance, and skill development. Study 2 investigated the relationships of Leader Empowering Behavior Questionnaire scales to psychological empowerment and 2 outcome variables, job satisfaction and organizational commitment. Data were collected from 84 managers. Results suggest that psychological empowerment mediated the relationship between 6 dimensions of empowering leader behavior and job satisfaction and organizational commitment. The Leader Empowering Behavior Questionnaire appears to be a practical tool for providing feedback and coaching managers on their use of leader behaviors associated with empowerment in organizational settings. ((c) 2000 APA/PsycINFO, all rights reserved)


This study presents an integrative model for executive coaching and describes its application in three organizations with eight individuals. The model consists of an eight-step technology and the theoretical construct on which it is based. The eight steps of the technology are: (1) the initial contact, (2) the preliminary meeting, (3) joint goal setting, (4) contract approval, (5) termination. The theoretical construct contains four premises: (1) the unconscious plays a major role in individual and group behavior; that executive coaching is an intervention with a specific individual within a specific organization for the purpose of improving job-related performance and must therefore consider the individual, the organization, and their interaction; that, because organizations are comprised of groups and groups are comprised of individuals, individual behavior in organizations is embedded in organizational, group, intergroup, and interpersonal behavior, and (b) influences and is influenced by intrapsychic, interpersonal, group, intergroup and organizational forces; and that the consultant's most crucial role in the executive coaching process is the use of self. Excerpts describing the application of each step in the technology were selected from case histories constructed from archival client data gathered from unstructured and semi-structured interviews, unstructured and semi-structured observations, and notes taken throughout the consultation about the direct experience of the consultant. Analyses were provided using the model's theoretical framework. The study demonstrates that the integrative model is a social invention and a vehicle for combining practice and research; it demonstrates how a theory-based technology can improve the process of executive coaching; and it introduces a new conceptual approach to the field.


In this article, the author seeks to compare and contrast psychoanalytically oriented psychotherapy with executive coaching. The author examines the distinctive features of each of these 2 differing methodologies of influence for change. Having discussed their differences, the author discusses areas in which they overlap. For example, executive coaching proceeds optimally when the coach takes into account relevant aspects of the depth psychology of persons he coaches, though his use of this information does not result in an interpretive methodology. Similarly, a psychodynamic psychotherapy might have moments of coaching as a form of therapeutic enactment; in this situation, the moment of coaching interaction is then understood within the psychodynamic context of the psychotherapeutic situation at that moment. The author concludes with clinical vignettes that illustrate the latter situation. (PsycINFO Database Record (c) 2000 APA, all rights reserved).


The old days of traditional, hierarchical, and control driven management are gone. Today's highly competitive, global, and customer-driven marketplace is forcing organizations to focus more on the bottom line and the quality of leadership throughout their companies. Leadership development has become a critical business initiative. Furthermore, the very process of leadership development has changed to a more active and relational process. This dissertation explores organizational leadership development efforts and provides a clear picture of where the clinical psychologist with business training and experience has significant skills to offer to organizations seeking guidance in this area. After reviewing the organizational leadership needs that exist, I consider the current programs that attempt to address these needs. Next a framework is presented for viewing leadership development efforts and the
The purpose of this study was to investigate one aspect of a service company's job-specific organizational training process. The performance management component under investigation was the coaching session between the supervisor and the telesales agent, which is based on a series of monitored and audiotaped phone calls with clients. The intervention was the use of videotaping consecutive coaching sessions. Each videotaped coaching session had as its centerpiece a series of recent audiotapes. These agent/client conversations on inbound-sales calls were monitored by the supervisor, who listened for specific skills as evidenced by the agent. In the coaching session based on these tapes, role playing was utilized which enabled the agent not only to simulate the specific skills to be used in live on-the-job telesales calls, but also to reflect on their use of language and to evaluate their phone technique. Subsequent coaching sessions in this process were videotaped following this practice to assess application of skills. The company's interest in productivity was addressed by the framing question of the research, "When supervisors and agents of service company engage in collaborative reflective practice focused on the language used with clients, how does agent use of language change and does this change have an impact on productivity?"

The subquestions include: What is the nature of the changes in the agents' language in subsequent coaching events, including the display of positive emotion? What changes in productivity occur in real-time phone calls with actual clients over the same period? The primary focus of the investigation was the introduction of the variable of collaborative reflective practice. In this collaboration, the supervisor, agent and researcher engaged in analyzing the added dimension of the videotape, with the objective of improving telephone technique. Particular attention was paid to the nature of the transactions between participants. This exploratory study utilized two in-depth case studies with one supervisor and two agents. Changes in the way participants used language, specifically the display of positive emotion were documented. Implications resulting from the research noted that the use of positive emotion in coaching sessions transferred to conversations with actual clients as demonstrated on audiotapes. The research method of this inquiry was a participant observational field study. Data collection utilized field study techniques. Through rich description of the language of the coaching events and observation over a year and a half, changes in behavior were noted indicating improvement in communication between supervisor and agent and in turn, agent and client. Also included in the multiple sources of evidence were ongoing call data for each agent, which tracked statistics including sales outcomes. This outcome data for the agents involved in the case studies, indicated improved productivity and suggests that videotaping of coaching sessions be recommended as an ongoing component of the coaching process. Others working toward changing the qualitative nature of the coaching and learning process will hopefully gain insights from the research findings and use them to continue the dialogue.


A grounded theory study of personal coaching was conducted with twenty-two purposefully, selected Master Certified Coaches affiliated with the International Coaching Federation. Semi-structured interviews were conducted over the telephone with coaches around the United States. The grand tour questions sought to understand:

(a) the process of coaching, and (b) the skills and strategies used in the coaching process. Data analysis followed the grounded theory methodology of Strauss and Corbin (1998). A Model of Coaching emerged, as well as seminal differences between coaching and mentoring. The Model identified coaching as: <italic>an interaction between coach and client, where the coaching Purpose, Process and Relationship interdependently function</italic>; <italic>seeking to develop the client to their fullest potential</italic>. Two distinctions between mentoring and coaching were that unlike mentors, coaches are paid to engage in the coach-client relationship, and unlike mentors, coaches do not give expert advice to clients. The process described in the Coaching Model has implications for Educational Leadership as a tool for facilitating learning. Coaching uses a facilitative, experiential approach to encourage student learning that could be adopted in K &ndash; 12 and post-secondary environments. Coaching may also be a viable tool for training and mentoring educators in best practice, and helping educators develop their own teaching philosophy and style. At its broadest, coaching may stimulate discussion and debate about current learning models and theories. Future research is needed to advance understanding of the coaching process. Basic and applied research can benefit the growth, definition and understanding of the coaching process, Coach Model, and coaching profession. Discussions of educational theories, and continued research are needed to inform the understanding of personal coaching.
Frisch, M. H. (2001). "The emerging role of the internal coach to senior teams by way of some recommended practice guidelines. These guidelines are intended to help those who coach teams, and those interested in doing so, to think more carefully and completely about their role as facilitator and helper." Consulting Psychology Journal: Practice & Research 53(4): 238-239.

The author shares his experience as a coach to senior teams by way of some recommended practice guidelines. These guidelines are intended to help those who coach teams, and those interested in doing so, to think more carefully and completely about their role as facilitator and helper. (PsycINFO Database Record (c) 2002 APA, all rights reserved) (journal abstract).


Coaching is presented in this paper with its specific topics and aims differentiating between one-to-one coaching, as opposed to group coaching, as well as team and multi-team coaching. In comparison to supervision, coaching is more related to everyday working life beyond the helping professions. Compared with counselling in general it is more specific in its tasks and goals aiming at a balance between efficiency and humanity. Coaching regularly focusses on three main topics which are: crisis, power and action at an institutional level. In order to be a good coach it is necessary to have the following characteristics: Communication skills and enjoy working with people, clarification of areas of responsibility and the resources required, general empathy for the parties involved, as well as flexibility and awareness of the financially feasible solutions. Furthermore, acceptance of solutions at a rational and a human relationship level, a touch of Machiavellism, transparency and authenticity, credibility and the ability to convince, frustration tolerance and patience, readiness for evaluation and feedback and last but not least, humour, are necessary personal requirements. Cooperation between the author and a top manager are illustrated in a case study. The manager, who had to change a decision relating to his job, clarified his motivation in the course of the coaching and reached a satisfactory position in the job hierarchy. My ideas above are illustrated and discussed in the context of the case study. [References: 7]


Growing from the demand for flexible, targeted development options and the acceptance of executive coaching emerges the role of the internal coach, a professional within an organization who, as a formal part of his or her job, coaches managers and executives. This article identifies this trend, defines the role of the internal coach, compares it with external coaching, and outlines the key issues that need to be addressed in delivering internal coaching programs. It is hoped that this material provides a foundation for future investigation and discussion as the internal coach role matures into a valuable and frequently used tool in management and executive development. (PsycINFO Database Record (c) 2002 APA, all rights reserved) (journal abstract).


This article reports a study of current perceptions among professionals regarding therapy and coaching. Whereas therapy and counseling have been traditional fields of study and practice, coaching is not as well developed. It is helpful to examine the perceptions of practicing professionals in order to delineate the distinctions and overlaps in these modalities. A set of 7 questions was used to explore these viewpoints with a participant pool of professional coaches—therapists. Interview data and narrative summaries provide a perspective on the controversy of coaching versus therapy. (PsycINFO Database Record (c) 2002 APA, all rights reserved) (journal abstract).


Executive coaching as a consultation intervention has received increased attention in the literature within the past decade. Executive coaching has been proposed as an intervention aimed toward helping executives improve their performance and consequently the performance of the overall organization (R. R. Kilburg, 1996c). Whether or not it does what it proposes, however, remains largely unknown because of the lack of empirical studies. Some also question whether executive coaching is just another fad in the long list of fads that have occurred in consultation and business. To explore these issues and the place of executive coaching in consulting practice, this article critically examines the literature on executive coaching. (PsycINFO Database Record (c) 2002 APA, all rights reserved)


A review of the recent literature demonstrated that there are virtually no articles or research papers on the subject of intervention adherence or compliance in executive coaching. This article begins to address that deficit by presenting an 8-component model of coaching effectiveness that includes such elements as the coach—client—commitment to the path of progressive development, characteristics of client problems, structure of the coaching containment,
quality of coaching interventions, and the intervention adherence protocol the coach develops with the client. These elements of coaching effectiveness are explored in more depth in the context of considering the outcome pathways of coaching assignments. Components of a possible adherence protocol for coaching executives are described along with major client and coach problems that contribute to nonadherence. (PsycINFO Database Record (c) 2002 APA, all rights reserved) A


The purpose of this research was to explore the ways in which a model for executive coaching applies and correlates with current practices of executive coaches. This research focused on the personal and professional experiences that influence the approaches and change methods employed by a group of executive coaches with their clients. After a thorough review of the literature, it appears that while executive coaching is currently a popular topic for discussion, it lacks theoretical understanding and has not been well researched. Coaching, as a field appears to be disparate, inchoate and less than unified at this time. The coaching literature continues having difficulty in determining common definitions for the term coach. Currently, executive coaching is an elusive concept which has a broad range of definitions and applications. Thematic analysis and qualitative, semi-structured interviews were used to explore the responses of 13 U.S. executive coaches in relation to their coaching experiences. The interviews were coded into emergent patterns and themes using thematic analysis. The findings were categorized under three domains: descriptive/factual, thematic essences of the executive coaches, and cross-sectional. Descriptive findings included: work experiences; recipients of coaching/range of outcomes from coaching; coach qualifications and training; use of coaches' resources; and process and outcomes of executive coaching. Thematic essence findings included the following: how the coaches described themselves; beliefs about expertise and success; life experiences; communication, use of theory and interpretation; individual characteristics of the executive coaches; and confidentiality and trust. For example, the themes occurring under the heading of 'process and outcomes of executive coaching' included: Processes, connecting/rapport building, assessing, interviewing, planning and goals/developmental objectives, The outcome themes included developmental/behavioral/remedial, performance/productivity related; and financially related. Communication themes included accepting the client the way they are and the way they are not; creating win/win situations; nothing is inherently wrong with the client; and providing unconditional positive regard and genuineness toward one's clients. Executive coaching, still in its infancy, is a relatively new genre of change agents, which has the potential for continued theoretical formulation, understanding, and application. Coaching outcomes and effectiveness should be researched further through longitudinal research studies. (PsycINFO Database Record (c) 2002 APA, all rights reserved). E PhD


Coaching at the executive level of organizations most often includes a blend of individual, team, and organizational interventions. As psychologists, traditions lead us to rely heavily on our unique expertise in individual assessment and treatment in working for organizational change. To explore the limits of this tradition, this case study reports on an action research experiment in which strategy-driven group-level interventions were used exclusively to drive both individual and team change. It is proposed that the definition of coaching be expanded to include actions taken to enable a team to be self-correcting and self-learning without direct counseling from the coach. The article reviews the step-by-step process that enabled the executive team to self-design the new global organization in alignment with their strategy. Attention is drawn to the organizational assessment and feedback processes used at multiple points in the engagement. (PsycINFO Database Record (c) 2002 APA, all rights reserved). A


This multi-method field study examines the relative effects of two kinds of leader behaviors-design choices and hands-on coaching-on the effectiveness of self-managing teams. Findings show that how leaders design their teams and the quality of their hands-on coaching both influence team self-management, the quality of member relationships, and member satisfaction, but only leaders' design activities affect team task performance. Moreover, design and coaching interact, so that well-designed teams are helped more by effective coaching-and undermined less by ineffective coaching-than are poorly designed teams. [References: 71] A


As the world of work has changed, so have the roles and responsibilities of managers. Organizations have begun to insist that leaders take much of the responsibility for the development of employees. One proven method for doing so is through one-on-one coaching between manager and employee. While coaching has been found to be effective, there has been no research on which personal attributes and skills help make a coach effective. This study investigates the relationship among managerial attributes, managerial skills, and coaching performance to help fill this gap in the


This paper gives a brief overview of the nature of professional and life skills coaching and how and where it can be used. It examines the models of coaching concept borrows from in order to function, the nature of the coach-client relationship, the benefits of coaching for the client and the differences between coaching and therapy. In particular it discusses how the author uses hypnosis and relaxation therapy--along with the Choosing Continuum and Transitional Visualisation--as tools in the coaching process, to assist clients in positive coaching breakthroughs. Finally the benefits of coaching for the coach are discussed and the possibility of the clinical hypnotherapist adding coaching to their existing services after receiving the appropriate training. (PsycINFO Database Record (c) 2003 APA, all rights reserved) A


This paper gives a brief overview of the nature of professional and life skills coaching and how and where it can be used. It examines the models of coaching concept borrows from in order to function, the nature of the coach-client relationship, the benefits of coaching for the client and the differences between coaching and therapy. In particular it discusses how the author uses hypnosis and relaxation therapy--along with the Choosing Continuum and Transitional Visualisation--as tools in the coaching process, to assist clients in positive coaching breakthroughs. Finally the benefits of coaching for the coach are discussed and the possibility of the clinical hypnotherapist adding coaching to their existing services after receiving the appropriate training. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract) A


Emotional intelligence-defined by Goleman (1998) as 'the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships' (p. 317)-has received a considerable amount of attention in recent years. While the competencies associated with emotional intelligence were once dismissed by the business community as 'soft skills,' the leaders of many organizations have come to recognize that improving these 'soft skills' can increase the hard numbers. The higher up one moves in an organization, the more important emotional competencies become. In fact, a lack of emotional intelligence is frequently the reason executives fail. Given the expense of hiring and training people for executive positions, programs designed to improve the emotional intelligence of executives are of considerable value to organizations. Guidelines for improving emotional intelligence within organizations have been developed and models of executive coaching exist that can be used to improve the emotional intelligence of executives. However, an executive coaching program that explicitly includes methods for facilitating the adherence to the guidelines has not, until now, been developed. Furthermore, past programs have not adequately addressed assessment issues or the methods for obtaining the necessary constituent validity. The goal of this dissertation is to synthesize existing knowledge in order to develop an executive coaching program that offers techniques for implementing the guidelines, providing a comprehensive method for assessment, and incorporating a model for obtaining constituent validity. (PsycINFO Database Record (c) 2002 APA, all rights reserved) A PhD

Knowledge management models are understood as value added to the organization and must be considered from a management pragmatic view having an impact on managerial excellence. A model of knowledge management is suggested, consisting of three systems: the implementation of which needs three different roles - infrastructure system (knowledge computer agent), structure system (knowledge training agent), and superstructure system (knowledge trust agent). Coaching and mentoring are suggested as means of managing trust. Some experiences of knowledge management currently being carried out are reported, where implementation of coaching and mentoring processes prove successful. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract).

Dyer, T. J. (2002). "Executive development: Outer goals and inner coaching." Employment Relations Today 29(1): 55-61. Current reports of malaise and wrong doing on the part of senior executives in major companies indicates the arrogance and power orientations that contribute to destroying people assets. The author of this article believes that significant reconstruction of belief systems is necessary, yet HR personnel typically feel helpless to deal with the dysfunction they observe. The author argues that it is essential to use a strategy that lines up inner resources with the achievement of outer goals. He believes five components are necessary: 1, establish a clear business goal; 2, reveal and re-frame potential destructive or blocking beliefs; 3, shift to productive beliefs; 4, create an external action plan; and 5, create an inner coaching plan.

Grant, A. M. (2002). "Towards a psychology of coaching: The impact of coaching on metacognition, mental health and goal attainment." Dissertation Abstracts International 63(12): pp.6094. A series of studies developed a framework for a psychology of coaching. Coaching was defined as a collaborative, solution-focused, result-oriented systematic process, used with normal, non-clinical populations, in which the coach facilitates the self-directed learning, personal growth and goal attainment of the coachee. A review of the peer-reviewed psychological literature found some measure of support for the effectiveness of coaching, but noted that coaching research is still in its infancy. A solution-focused cognitive-behavioural (SF/CB) framework was developed, which the following studies explored. The Transtheoretical Model of Change (TTM) was identified as a model of change with applicability to coaching and empirical support was found for its use in coaching. Three studies then explored the effects of cognitive only, behaviourally only, and combined cognitive and behavioural coaching, on trainee accountants' grade point average, study skills, self-regulation, mental health, private self-consciousness and self-concept. The cognitive only program increased deep and achieving approaches to learning, academic self-concepts, reduced test anxiety and nonstudy-related anxiety and depression. Academic performance declined relative to controls. The behavioural only coaching program decreased test anxiety and increased academic performance. The combined cognitive and behavioural program increased academic performance, deep and achieving approaches to learning, academic self-concepts, and reduced test anxiety. No program had a significant impact on private self-consciousness, self-reflection or insight. On follow-up, one semester later, academic performance increases were maintained only for combined cognitive and behavioural program participants. A theoretical discussion then outlines the role of psychological mindedness, self-reflection and insight in coaching, and the construction and validation of the Self-reflection and Insight Scale (SRIS) is reported. In the final study 20 adults completed a life coaching program, focusing on attaining goals that had alluded them for an average of 23.5 months. Participation was associated with enhanced mental health, quality of life and increased goal attainment. Levels of self-reflection decreased but insight increased. It is concluded that SF/CB coaching appears to be an effective approach to personal development and goal attainment, and may prove to be a useful platform for a positive psychology and the investigation of the psychological mechanisms involved for useful change in normal adult populations.

Greenberg, L. S. (2002). Coaching for emotional wisdom in couples. Greenberg, Leslie S (2002) Emotion-focused therapy: Coaching clients to work through their feelings. Washington, DC, American Psychological Association; 255-277. (from the chapter) Emotions are fundamentally relational. They link people to each other. Once they are in awareness, emotions give people information about the states of their intimate bonds, telling them if their bonds are in good condition, if they have been disrupted, or if they need maintenance. People are calm and feel good when all is going well between them and their intimate partners. They are disturbed and upset when all is not well. Emotion coaches can help people improve their relationships by guiding them to become aware of their attachment- and intimacy-related feelings and needs and to communicate these in nondemanding ways. (PsycINFO Database Record (c) 2003 APA, all rights reserved).

Holm-Hadulla, R. M. (2002). "Coaching." Psychotherapeut 47(4): 241-248. Coaching is widely applied in profit and non-profit organizations. In a quickly changing economy with the growing demand for professional and personal flexibility, leaders of companies were the first to look for professional coaches. Politicians, moderators of media, middle and lower managers, freelancers and scientific institutions are also increasingly looking for coaching. Coaching is a combination of different organizational training methods, psychological techniques, personal experiences and philosophical opinions. The label "coach" is not certified, and a variety of eclectic concepts exist for it. In practice, coaching is a form of psychohygiene and psychotherapy for healthy persons. Thus it may be useful to apply to coaching theoretical concepts and - modified - practical techniques of psychotherapy as well as the methods of psychotherapy research. Three evidence-based essentials of psychotherapy
The purpose of this study was to: (a) consolidate/critique the executive coaching practice literature and empirical research to determine what is known about executive coaching as an individual consultation intervention, and (b) provide additional knowledge about outcomes by testing whether executive coaching affects leadership as measured by the MLQ 5x (Short Form) (Bass & Avolio, 1995). Twenty-seven coaches, 50 clients (pre/early- or post/later coaching), and 62 direct-report/peers participated. Coaches provided demographic information, invited client participation, and distributed surveys to clients. Clients provided demographic information, rated themselves on a leadership instrument, and invited direct-report/peer participation. Direct-report/peers rated clients’ leadership using a different version of the same instrument. In analyzing the results, the present sample of coaches were more often women and less likely to possess graduate degrees than coaches in previous research. Clients were also more likely women than clients in previous executive coaching research. Further, clients were different from leaders in previous MLQ research in that both pre/early- and post/later-coaching clients scored consistently higher on active leadership and lower on passive leadership. These results may reflect whom coaches identified to participate, i.e., clients who were already strong leaders. They may also reflect the leadership gains of pre/early-coaching clients in the 2 months of coaching that they received prior to this study. Finally, it is possible that only leaders who are ‘good enough’ receive executive coaching. Therefore, coaching may be more about enhancing versus developing leadership. Statistically significant and meaningful differences occurred between pre/early-coaching and post/later-coaching clients on passive leadership. Statistically significant differences also occurred for client perceptions of impacting followers. Finally, statistically significant and meaningful differences occurred when examined for clients in upper-management and CEO positions with post/later-coaching clients rating higher on charismatic behavior, ability to impact followers, and inspire followers. These differences were examined only through client ratings and may be less accurate measures of change. These findings have implications for coaches, clients, and organizations because they suggest that executive coaching does impact leadership. Additional research needs to more clearly determine what the effects are, whom they occur for, and whether they imply leadership development or enhancement. (PsycINFO Database Record (c) 2002 APA, all rights reserved).


Discusses interpersonal aspects of executive coaching. Executive coaching encompasses multidimensional interrelationships among the individual, the organization, and the consultant. Four premises that guide the process of executive coaching are: (1) the role of the unconscious in individual and group behavior; (2) the interaction between the individual and the organization; (3) multilevel organizational forces; and (4) the consultant's use of self as tool. Three case studies illustrate the use of executive coaching. In case 1, a young and talented project director of a growing advertising agency took no steps to defend himself or his staff from the consistently abusive behavior of a peer: during a meeting with his executive coach, the director discovered why. In Case 2, the administrative vice president of a major research institution avoided addressing a substance abuse problem with an employee: by the conclusion of a meeting with her coach, she was prepared to handle the problem. In Case 3, the president of a large nonprofit organization was bewildered by the continuous disputes between the executive vice president and his subordinate, the director of operations: during a meeting with his executive coach, the president discovered his role in perpetuating the problem. (PsycINFO Database Record (c) 2002 APA, all rights reserved)


Over the past decade there has been a remarkable growth in Executive Coaching. The rise in this developmental strategy may be in part fueled by what has been termed as a ‘crisis of leadership’ at the very top of American corporations and the need to ensure on-going excellent leadership. Although, this developmental methodology has been wide used, little is known about it. What little literature there is has been mostly written by practicing coaches and reflects their perspective. This study explores the nature of executive coaching from the executive's experience. A phenomenological approach was employed in order to provide an understanding of the meaning executives make of their coaching experience. This phenomenological study used in-depth interviews as the method of data collection. This qualitative methodology provided rich, thick descriptions and through a process of inductive analysis produced findings that describe the fundamental structure of how executives experience coaching. This fundamental structure is comprised of seven essential elements: (1) Path to Achievement; (2) Unique to Self; (3) Ownership; (4) Confrontation with Self; (5) Array of Emotion; (6) Bond with Coach; and (7) Achievement. This study concludes with recommendations for the key constituencies involved in coaching: the human resource professional, the executive's
Laske, O. E. and B. Maynes (2002). "Growing the top management team: Supporting mental growth as a vehicle for promoting organizational learning." The authors outline a developmental view of OD, showing on empirical grounds that C. Argyris' "theory in use" notion points to different levels of mental growth as underpinnings of 'the program in brain/mind' that determines personal theories of organizational action. Employing the developmental structure/process tool (DSPT-super(TM)), the authors explain the differences between two executives' theory of action. They also analyze the dynamic of a six-member team on developmental grounds. By way of close analysis, it is shown that theories of action are developmentally grounded, and are thus open both to maturation over the life span and to interventions like developmental coaching. The authors come to the conclusion that developmental assessment of executives and teams should become a vital part of in-house development and of OD intervention. (PsycINFO Database Record (c) 2002 APA, all rights reserved). A


This paper explores the relationship between leadership style as operationalized by transformational/transactional leadership (B. M. Bass, 1985) and feedback-seeking behavior. 132 participants were presented with a vignette describing either a transformational or a transactional leader. Leadership style (transformational leader) was significantly related to higher feedback-seeking intentions. Further, controlling for manipulated leadership style, participants' perceptions of leader consideration behaviors resulted in higher feedback-seeking intentions. These findings suggest that not only does exposure to a certain leader affect feedback-seeking behavior, but also perceptions of a certain characteristics of leader's behavior are important. These findings explain one potential mechanism through which transformational leaders might affect the development of their subordinates and raises interesting implications for leadership coaching. (PsycINFO Database Record (c) 2002 APA, all rights reserved). E


Managed care has led some psychotherapists to seek alternative modes of practice. Personal coaching provides one such approach. To what extent might an rational-emotive behavior therapy practitioner already be "coaching"? How can REBT be meshed with personal coaching? What advantages and problems might ensue? What training is involved? These questions are answered based on the experiences of the author in shifting her work to what she calls Rational Emotive Behavior Coaching. (PsycINFO Database Record (c) 2003 APA, all rights reserved). A


This article provides a personal perspective on the link between excellence in sport and business. It traces the author's transition from sport psychologist to business consultant before identifying specific areas in which direct links can be drawn between the 2 domains. Specifically, 5 major areas are addressed: organizational issues, in which a demands, supports, constraints approach is outlined; stress, including a model of stress in leaders and a model of stress and coping; leadership, in which a model of leadership and how it relates to performance is presented; high-performing teams, based on a create, unite, perform model of team building, team work, and team effectiveness; and 1-to-1 coaching/consulting, in which common areas across sport and business are identified. The general conclusion is that the principles of elite performance in sport are easily transferable to the business context, and also that sport has a considerable amount to learn from excellence in business. (PsycINFO Database Record (c) 2002 APA, all rights reserved). A


Using the Grinnell College basketball program as an example of organizational learning, this paper addresses the role of the coach as a renewal agent and the methods used to "reinvent" Grinnell's approach to the game. By challenging conventional assumptions and experimenting with unorthodox strategies based on existing team strengths (such as...
they were), then systematically gathering, analyzing, and learning from performance data, the coach and team were able to redesign their "operating plan" and win games. Their results--several league championships and the achievement of NCAA all-division scoring records--prompted a story in The Wall Street Journal. This paper goes on to describe 10 leadership strategies--mostly involving the creation of a data-driven "learning conversation" between coach and players—that sustained ongoing experimentation and innovation. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). A

Norlander, T., H. Bergman, et al. (2002). "Relative constancy of personality characteristics and efficacy of a 12-month training program in facilitating coping strategies." Social Behavior & Personality 30(8): 773-783. Reports a sublongitudinal experiment involving 15 employees (aged 24-57 yrs) of an insurance company all of whom underwent a 12-mo program of intensive mental training and physical coaching in order to ascertain whether or not certain characteristics of personality, attitudes, beliefs or performance would be altered. Each participant was assessed on a battery of different questionnaires including: background variables, Change and Stability, Life Orientation test, Coping Resources Inventory and the Gordon personal profile and inventory. There was no change in Dispositional Optimism or 10 other related personality traits. Only 4 of the personality variables were altered on completion of the training program: the participants' self-evaluations were elevated, the stability of their norms and system of values was reinforced, their emotional stability was reinforced, and their receptivity to new ideas/innovations was reinforced. These results are discussed in the context of the relative constancy of personality characteristics and the suitability of the observed changes, after the 12-mo program, in promoting strategies of coping behavior. (PsycINFO Database Record (c) 2003 APA, all rights reserved). E

2003 (n=23: A=12, PhD=7, E=5)


The article gives an inside story of and toolkit for introducing competencies for coaching using about 30 UK practitioners within a large provider. Benefits and drawbacks of having competencies for coaching are addressed and illustrated. Benefits include the value of explicitness, the potential for better matching, and using the introduction of competencies as a process for lessening structural divisions between internally competing teams and coteries of coaches. Particular attention is paid to the significance of the process of introduction mirroring in its style the type of culture being introduced. In this instance the process was participative, involving a process of gaining assent and a mirroring competency system involving self-assessment, which linked in to continuing professional development. Collusion as a possible outcome is acknowledged while being placed in a broader, unaddressed context. The competency system specifics are fully laid out. Emphasis is given to the framework as a system of practical meaning and the epistemological implications of this. The non-sectarian, integrationist path chosen is described, as is the consequent theoretical price paid. Factors relating to gaining assent from non-coaching stakeholders from within the coaching provider are identified. (PsycINFO Database Record (c) 2004 APA, all rights reserved). E


This issue of the Journal is devoted to the relationship between work and the individual. Historically "vocational psychology" has been studied by a broad array of researchers and it has encompassed among others, career choice, career counseling and coaching. The research literature not only gains from the diffuse range of influences, ideas and paradigms, but also suffers from a lack of coherence and difficulties in integrating different terms and perspectives. On the other hand, many members of the College of Organisational Psychologists provide career-related services, and within professional psychology training, this area forms part of the core competencies for industrial and organisational (IO) psychologists. Therefore, we felt it was timely to draw together current Australian psychological research in this area. From a college perspective it is heartening that the majority of contributors are members of the college. Many of the contributors are professionally engaged in career-related work that serves to underline the scientist-practitioner ethos of the Society. It is clear from this collection of papers that the topic of careers is an important one and that many different groups around the country are actively and profitably researching it. (PsycINFO Database Record (c) 2003 APA, all rights reserved). A


The current study examines the experiences and meanings of media selection for executive coaches and recipients of coaching who interact face-to-face, by telephone, by email and through video conferencing. Using a qualitative paradigm, the current study investigates (a)&nbsp;the dimensions of media selection in executive coaching according to coaches, (b)&nbsp;the dimensions of media selection in executive coaching according to clients, (c)&nbsp;how these dimensions relate to current models of media selection, and (d)&nbsp;how the experiences of executive coaches compare to the experiences of clients with regard to media selection. Through maximum variation sampling, ten executive coaches and ten clients were selected. One semi-structured interview was conducted with each participant. Anthony M Grant PhD anthonyg@psych.usyd.edu.au This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology, University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering. This version supersedes all past versions of this document
Grounded theorizing was used to generate an in-depth understanding of the phenomena under investigation. A final list of the ten dimensions of media selection in executive coaching was generated. The evidence converges with social interaction theories, with the access/quality theory and with the task-technology-fit theory. The current study does not support the social presence theory; rather, the process of media selection and the degree of presence of media in coaching appear to be socially constructed phenomena embedded in relational, behavioral and contextual variables.

E PhD


The authors address the practice, training, professional, and ethical issues of career coaching. Some recommendations are offered as a first step in promoting professionalism in the practice of career coaching and for uniting this profession with other career service professionals. It is concluded that it is time that career development professionals take charge to ensure ethical and quality career services for all consumers. (PsycINFO Database Record (c) 2004 APA, all rights reserved). A


One of the keys to personal development is self-awareness as assessed by instruments such as the Myers-Briggs Type Indicator (MBTI) and the NEO PI-R, both of which are widely accepted reliable and valid indicators and measures of personality type. However, assessing the part of personality known as character presents challenges that are not adequately addressed by today's popular instruments leaving information needed for development incomplete or unavailable. An instrument that provides a reliable and valid assessment of character for leadership and personal development purposes could be very valuable. Qualitative methods were used for this study to investigate leaders' perceptions of the utility of using an existing instrument, the Temperament and Character Inventory (TCI), to enhance character awareness for the purposes of personal and professional growth and improving leadership skills. This study demonstrates that the TCI can be useful for enhancing such skills and development by helping leaders improve their self-awareness through character assessment. This study included two groups of respondents, the seven member executive group and the three member coaching group. The executive group completed the TCI, received feedback and assistance in developing an action plan, and each participant was interviewed to determine to what extent the TCI and this process was useful to them for improving self-awareness of character and for identifying ways they desired to improve their personal and professional skills. The coaching group participated by both completing their personal TCI process, and by working with selected executive group participants and the researcher in interpreting the executive participants' TO results and advising on action plans. The coaching participants were interviewed to determine their perceptions of the extent to which the TCI and this process were useful to them personally and useful to the executive participants they coached. Additionally, the coaching group was asked to recommend specific training approaches, methods and improvements to make the overall process more effective. This study demonstrated that the TCI and the methods used in the study can be useful for leadership development to those committed to professional and personal growth by using character assessment as part of a personal continuous improvement program. Some participants qualified their endorsement of the TCI and the process used for the study by suggesting changes. (PsycINFO Database Record (c) 2004 APA, all rights reserved). E PhD


This editorial observes that it is all too common for leaders to have strong feelings of loneliness and being disconnected from the rest of the organization. It is further stated that it is common for isolated leaders to engage in self-defeating behaviors. If not caught in time, such behaviors can have negative effects on subordinates, the health of the organization and the career of the top executive. The editorial looks at some of the consequences of isolation and some preventive measures for executives. Self defeating behavioral outcomes discussed include the effects of the removal of restraint from executives, depression, self-sabotage, and transference. Physiological outcomes are also discussed. Several different types of preventive measures are reviewed including executive coaching, peer support, and the use of confidants. The editorial has special praise for journal writing as an interesting and simple method of dealing with the effects of isolation. It is noted that writing forces top executives to focus on a single issue instead of a multitude of concerns. According to the authors, this is a step that tends to force clear thinking and promotes self-understanding. (PsycINFO Database Record (c) 2003 APA, all rights reserved). A


This exploratory study provides a thick description of both the nature and impact of coaching from the perspective of personal coaching clients. Qualitative methods were used to address the guiding research question: What is personal coaching from the perspective of the client? In-depth interviews were conducted with eight adults who were currently engaged in long-term coaching relationships with experienced coaches certified by the Coaches Training Institute. Inductive analysis was used to analyze the data, and member checks were conducted to verify the accuracy of data reduction. Thirteen major themes were identified that address the nature and impact of personal coaching. Eight themes described the process of coaching: (a) identifies what clients want, (b) shifts clients' perspectives, (c) connects
the client and coach in a powerful relationship, (d) promotes self-discovery, (e) focuses on the present and future rather than the past, (f) promotes client accountability, (g) identifies and challenges clients' internal barriers to success, and (h) follows the client's agenda. Three themes addressed the skills a coach utilizes during coaching: (a) listening, (b) asking thought-provoking questions, and (c) providing validation or acknowledgment. Four themes described the impact of coaching on clients: (a) becoming more aware of what they want, (b) self-discovery, (c) moving forward in their lives, and (d) feeling more positively about themselves. Coaching emerged to meet a need that was not being addressed by traditional helping relationships, such as psychotherapy or consulting. Coaching offers clients an intimate relationship in a convenient, modern format. It provides a forum for learning and action that is positive and strengths-based. Coaching offers clients an opportunity to create a "blueprint" for their lives, and provides them with the vehicle for implementing this "blueprint" and achieving their most valued goals. (PsycINFO Database Record (c) 2004 APA, all rights reserved). E PhD

(from the journal abstract) This paper examines learning in interdisciplinary action teams. Research on team effectiveness has focused primarily on single-discipline teams engaged in routine production tasks and, less often, on interdisciplinary teams engaged in discussion and management rather than action. The resulting models do not explain differences in learning in interdisciplinary action teams. Members of these teams must coordinate action in uncertain, fast-paced situations, and the extent to which they are comfortable speaking up with observations, questions, and concerns may critically influence team outcomes. To explore what leaders of action teams do to promote speaking up and other proactive coordination behaviours - as well as how organizational context may affect these team processes and outcomes - I analysed qualitative and quantitative data from 16 operating room teams learning to use a new technology for cardiac surgery. Team leader coaching, ease of speaking up, and boundary spanning were associated with successful technology implementation. The most effective leaders helped teams learn by communicating a motivating rationale for change and by minimizing concerns about power and status differences to promote speaking up in the service of learning. (PsycINFO Database Record (c) 2004 APA, all rights reserved). A

The study explored the perception of executive coaching among the chief executive officers (CEOs) of America's largest 500 companies as shown on "Fortune" magazine list of April 15, 2002. This study utilized an instrument of 12 questions. The questionnaire was sent to the CEOs of the top 500 American companies. A cover letter and a self-addressed, postage-paid envelope were provided. Attribute responses were coded and analyzed using several descriptive statistical tools. Out of the 500 targeted CEOs, 143 participated in this study. Seventy-six percent of the respondents demonstrated a good understanding of the basic concepts of executive coaching. Eighty-three percent were able to distinguish coaching from consulting, 61% stated that coaching can make their life somewhat better, 49% agreed on the idea of hiring executive coaches, and 32% declared that they had hired coaches. Those who never hired a coach showed a great deal of willingness (37%) to hire one. Sixty-two percent of the respondents indicated a preference for coaches from outside their organizations, 51% would search for one through human resources, 31% preferred sites off their company premises for coaching sessions, and 43% would keep their coaching relationship confidential. Thirty-nine percent of the participants expressed the belief that coaching should not be limited to a specific management level, and 37% said they supported research related to executive coaching. Based on these findings, executive coaching can be considered as a worthwhile investment. Future studies may take a closer look at the details and characteristics of the coaching session, and may explore what is called the &ldquo;trusted advisor,&rdquo; someone who is believed to be much closer to the client than is the coach. E PhD

Despite its high media profile and growing popularity there have been no empirical investigations of the impact of life coaching on goal attainment, metacognition or mental health. This exploratory study used life coaching as a means of exploring key metacognitive factors involved as individuals move towards goal attainment. In a within-subjects design, twenty adults completed a life coaching program. Participation in the program was associated with enhanced mental health, quality of life and goal attainment. In terms of metacognition, levels of self-reflection decreased and levels of insight increased. Life coaching has promise as an effective approach to personal development and goal attainment, and may prove to be a useful platform for a positive psychology and the investigation of the psychological mechanisms involved in purposeful change in normal, nonclinical populations. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). E

An exploratory study was conducted to gather information on strategies employed by experienced psychologists who coach executives with narcissistic personality features (as defined by Maccoby, 2000; Kernberg, 1998; Kets de Vries...
The purpose of this study was to investigate the relationship between adult development and organizational development by exploring the effect of organizational coaching on individual lives. It investigated the phenomenon of being coached, to illuminate what individuals who have been coached have to say about the impact of the coaching on their lives, careers, relationships, and organizations, and the degree to which coaching can function as a linchpin between adult and organizational development. The study includes a survey of the literature relevant to the interplay of individual and organizational development, highlighting theorists in adult learning, adult development, relational psychology, resilience, organizational development and elements of the new science. Nine individuals were interviewed representing a broad range of organizations, (from Fortune 50 corporations to small non-profit service organizations), job responsibilities, coaches, and reasons for being coached. All had been coached for at least six months. The coaching process affects individual lives by helping people know themselves better, learning how to manage themselves better, how to relate more productively with others, and how to think about and address work situations. Key themes that emerged related to the therapeutic affect of being listened to and supported, the value of getting concrete and timely feedback, becoming more self-aware and self-accepting, understanding how one's actions affect others, learning to better use feedback from others, learning to be more reflective and less reactive, and being able to make a positive difference in how their organizations work. Results of the study indicate that coaching at all organizational levels is valuable-there is a significant cascading or ripple effect; coaching creates learning for the long haul by developing skills of critical thinking and reflectivity; coaching is an extremely effective way for individuals to develop and hone emotional intelligence skills; and organizations would benefit from instilling performance management and feedback skills at all levels. Good coaching is at its core a personal, helping relationship. Be careful of a too formalized approach, or a "one size fits all" model. (PsycINFO Database Record (c) 2004 APA, all rights reserved). E PhD

Jay, M. (2003). "Understanding how to leverage executive coaching." Organization Development Journal 21(2): 6-19. People who focus on executive performance and development overtime have shown there are four aspects of executive focus in an organization: (1) Responsibility, accountability and authority, (2) interpersonal roles, (3) informational roles, and (4) decisional roles. However, this is only the tip of the iceberg in really understanding the value and leverage to be gained as a result of executive coaching. This article examines how to leverage executive coaching fully, in order to assess and amplify the role of emotional intelligence in executive results. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). A

Miller, P. (2003). "Workplace learning by action learning: A practical example." Journal of Workplace Learning: Employee Counselling Today 15(1): 14-23. Details a case study of a public hospital where an action learning methodology has been used to commence a process of implementing workplace learning into an organization, and explores some of the issues that emerged during the intervention and the lessons offered for others responsible for introducing workplace learning into their organizations. Phase I of the project involved the attendance of all 35 managers of the facility at a 2-day seminar on performance management. The seminar focused on 6 critical areas of new knowledge: performance coaching of staff to clarify expectations, build skills, build and enhance confidence, encourage organizational flexibility, resolve conflicts, and develop motivation. Phase II involved self-selection of managers into 1 of 3 action learning sets to develop outcomes agreed at the seminar. For Phase III, implementation, managers were required to pilot the new performance management instrument at what was called the "performance and development review" with a member of their work team. After the new performance management system was in place for 12 mo, a comprehensive evaluation was
undertaken that involved an opportunity for all staff of the hospital to be involved. (PsycINFO Database Record (c) 2003 APA, all rights reserved). E

The complexities of the challenges faced by organizations call for new approaches to leadership development. In this article, the authors offer an approach called exploration for development (ED), consisting of three main aspects: navigating complex challenges, supporting competent shared sensemaking, and practicing leadership based on relational principles. They examine the practical possibilities of artistry in the face of complexity, as focused on the making and remaking of shared meaning. Sensemaking competencies supportive of this practical artistry are identified as paying attention, personalizing imaging, serious play, co-inquiry, and crafting. Examples showing tools and techniques are drawn from a series of leadership development programs at a telecommunications company.
Impacts of the programs were assessed in context of a developmental curriculum that included feedback, mentoring, and coaching. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). A

The author proposes deliberately emphasizing rational, creative problem-solving techniques in psychological executive coaching, a process that is essentially problem oriented. This can be especially important for clinical/counseling psychologists who wish to retool to add executive coaching to their services. Fostering creativity can be an attractive marketing feature. Innovation can be fostered by asking strategic questions at appropriate times. The origin for many of these questions is rational problem-solving techniques. Examples are provided that illustrate these techniques. In addition to improving the client's professional effectiveness, the teaching that occurs can aid the client to systematically manage innovation within the organization and enhance the executive's appreciation of the creative efforts of others. (PsycINFO Database Record (c) 2004 APA, all rights reserved) (journal abstract). A

Examined the effects of executive coaching on multisource feedback over time. Participants were 1,361 senior managers who received multisource feedback; 404 of these senior managers worked with an executive coach (EC) to review their feedback and set goals. One year later, 1,202 senior managers (88% of the original sample) received multisource feedback from another survey. Managers who worked with an EC were more likely than other managers to set specific (rather than vague) goals and to solicit ideas for improvement from their supervisors. Managers who worked with an EC improved more than other managers in terms of direct report and supervisor ratings, however, the effect size was small. (PsycINFO Database Record (c) 2003 APA, all rights reserved). E

As of this writing, high-powered executives in the United States are alleged to have committed numerous white-collar crimes that have decimated shareholder value, and even forced some companies into bankruptcy. Many thousands of employees are without jobs and retirement savings, and the Dow Jones Industrial Average has lost approximately thirty percent of its value since about September 2001. This essay explores the possibility that had they been coached about the benefits of using one's head and heart, some of the executives would not have lost their perspective on how to "do the right thing," while meeting demands of respective marketplaces, boards of directors, and shareholders. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract). A

This study examines the phenomenon of executive coaching, a leadership development strategy, from the perspective of executive coaches and executive clients. Grounded theory, an inductive qualitative research methodology, was used to generate a theory of executive coaching that emerged from the reported experiences of study participants. A conceptual framework, derived from the literature review, located executive coaching within a learning-centred, work-based development paradigm. A six-phase coaching model was developed to identify key stages in the coaching process. Interview questions addressed gaps brought out by the literature review. The literature failed to address properly both the conceptual framework and aspects of the executive coaching process. Nine executive coaches, nine executive clients, and one former client who had become an executive were located through theoretical sampling. Semi-structured interviews were conducted at specific points in the coaching process in order to explore participants’ experiences of executive coaching and to locate its benefits, limitations, and factors that contribute to its success. Responses were analysed and coded using open, axial and selective coding. Coaches’ and clients’ responses were compared through the constant comparative method, and four primary categories and properties were identified. A storyline that captured the main concern of the participants was woven into a grounded theory of executive coaching. This theory states that executive coaching is a confidential partnership between a skilled coach and a willing client that is based on motivation, trust, action, and reflection, and which works through
the medium of dialogue and continuous feedback. Executive coaching sets in motion a chain of learning with a broad sphere of influence. Its direct beneficiaries are the executive and the organization; but its benefits filter beyond the local arena to include the executive's personal life and the organization's employees. Interpersonal concerns such as leadership, authenticity, and self-awareness are typical coaching goals, and the effectiveness of executive coaching in achieving these goals is best measured qualitatively.

E PhD


Argues that for competence management to be a valuable tool in leveraging individual competencies to dynamic organisational core competencies, more stress should be laid on competence development. More specifically, focuses on the effectiveness of development centres (DC), in terms of personal development and pursuit of the development plan. In this way, attempts to meet the need for more studies on the whole DC process and, more specifically, on its effectiveness. Furthermore, looks to take a first step in integrating fields of coaching, self-development and line management human resources involvement in DC studies. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract).

A


A change is needed in the way companies approach leadership development, which currently results in the reproduction of male leaders similar to those of the previous generation. At present, many women do not develop to their full potential—a serious waste in the war for talent. Managing diversity and developing tomorrow's diverse leaders are key tasks for leadership in UK organizations. This paper considers the important role of women-only training in the development of the females in the next generation of leaders, and in the enhancement of their careers. The paper explores the impact of gendered development processes and women's particular developmental needs. The authors believe that in addition to, and not as a substitute for, other leadership courses and support mechanisms such as mentoring and coaching, women-only training enables women to clarify their leadership ambitions, recognize their leadership strengths, and access leadership positions. Organizations that support such learning experiences will benefit from a wider and stronger pool of talent than before. (PsycINFO Database Record (c) 2003 APA, all rights reserved).

A


This paper describes a piece of academic research that explores the experiences of a group of managers taking part in an externally-provided coaching programme. It describes the background to the programme, outlines the benefits identified by participants and offers a model arising from the research. Data from individual managers on the perceived benefits of coaching were gathered through semi-structured questionnaires. This provided the basis for the creation of the 'Inner and Outer Model of Development' that describes how the internal qualities of self-awareness and confidence enable and stimulate the five external competencies of management, assertiveness, understanding difference, stress management and work/life balance. Acting as the conduit and mediator between these two groups are communication skills. The research concludes that coaching substantially increases the effectiveness of the links between self-development, management development and organisational effectiveness. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract).

E


While executive coaching continues to mushroom as a practice area, there has been little outcome research. This article presents the results of a study that explored factors influencing the choice of a coach, executives' reactions to working with a coach, the pros and cons of both internal and external coaches, the focus of executive coaching engagements, indications of successful coaching engagements, coaching tools executives favored, and the sustainability of coached executives' learning and behavior change. The author also raises a question about which executives are most likely to benefit from this development resource and presents a typology for gauging this issue. (PsycINFO Database Record (c) 2003 APA, all rights reserved) (journal abstract).

A


Presents an interview with three experienced addictions social workers: Kathryn C. Shafer, Lisa Kiebzak, and Jacquelyn Dwoskin. They explore questions about the relationship between social work and coaching. (PsycINFO Database Record (c) 2003 APA, all rights reserved)
This dissertation reviews and integrates (1) the practice of executive coaching with (2) adult development theory and research. In particular, the study focuses on Robert Kegan's (1982, 1994) constructive-developmental theory of adult development and how it informs the applied theories (also called "practice theories") and conceptual models of executive coaching. This exploration will contribute to the growing demand for psychologists to differentiate their executive coaching services from that of other professionals (Wasylsyshyn, 1999; Hall, Otazo, & Hollenbeck, 1999; Garman, Whiston, Zlatoper, 2000). Furthermore, the adult development theoretical outlook of this dissertation will emphasize more "what is" executive coaching as well as "how to do it" (Laske, 1999). Such an emphasis can add to a thorough examination of psychological theories that underpin the processes of executive coaching with the hope of grounding the work in the applied psychological sciences. Also, this dissertation will contribute to distinguishing and delineating what psychologists, informed by theories of human development and trained in clinical practice, offer executive coaching clients that is unique and valuable.


(form from the journal abstract) This new framework for coaching combines the work of Frederic Hudson and Pamela McLean (Life Launch: A Passionate Guide to the Rest of Your Life) and Daryl Connor (Managing at the Speed of Change: How Resilient Managers Succeed and Prosper Where Others Fail; Leading at the Edge of Chaos: How to Create the Nimble Organization). As the speed of change has rapidly accelerated and the profession of coaching has emerged, people are bombarded with a range of solutions to deal with the situation. Here is a framework that promises to inform a professional coach about various coaching strategies and their effectiveness for a specific client.


(form from the journal abstract) Executive coaching can focus on personal behavior change, enhancing leadership effectiveness, fostering stronger relationships, personal development, and/or work-family integration or specific performance issues on the job. K. M. Wasylsyshyn (2003a) and H. Levinson (personal communication, 2003) suggested that executive coaching reaches for a deeper level of clinical and therapeutic intervention. The authors propose a health-enhancing, developmental model of coaching anchored in a process of deep interpersonal communication. This approach is neither a surface approach nor a therapeutic approach. It is an interpersonal approach focused on safe, secure communication in which difficult, complicated issues are addressed and where crucial conversations occur. In this process, the executive is approached as a person, one who stands behind the executive mask or facade.


(form from the journal abstract) This article describes a training program, Self-Regulation Empowerment Program (SREP), that school professionals can use to empower adolescent students to engage in more positive, self-motivating cycles of learning. It is a two-part approach whereby self-regulated learning coaches (SRC) (a) use microanalytic assessment procedures to assess students' self-regulation beliefs and study strategies and (b) train students to use these strategies in a cyclical, self-regulation feedback loop. Ultimately, students learn how to set goals, select and monitor strategy effectiveness, make strategic attributions, and adjust their goals and strategies. The program was developed from social-cognitive theory and research and integrates many of the essential features of the problem-solving model. Interventions used in the SREP include graphing, cognitive modeling, cognitive coaching, and structured practice sessions. A case study is presented to illustrate procedures for implementing the program. Implications for school psychologists and teachers also are presented and discussed.


(form from the journal abstract) Executive coaching has evolved as a practical activity undertaken to develop executive leaders and improve their functioning in highly competitive and challenging organizational environments. R. R. Kilburg (2000) proposed a holistic and integrated model to assist practitioners in their executive coaching engagements. However, further work is needed to operationalize the mediated focus outlined in his model of executive coaching. To address this need, the authors propose action frame theory (AFT) as a practical and sound framework to help guide the application of mediated focus, in addition to integrating the executive and system foci, during executive coaching engagements. AFT was developed from the theories of social action (T. Parsons, 1937) and functional job analysis (S. A. Fine & S. F. Cronshaw, 1999; S. A. Fine & M. Getkate, 1995). An illustrative
application of AFT is provided to further clarify and explicate how AFT can assist in executive coaching assignments. (PsycINFO Database Record (c) 2004 APA, all rights reserved). A


This research measured the effectiveness of executive coaching as perceived by executives who have experienced executive coaching for 6 months or longer, with weekly sessions lasting between 30-60 minutes each. These executives were grouped into six personality-type groups based on their combined personality-type as was measured by the PeopleMap Questionnaire. These type groups are the leader-free spirit type, the leader-task type, the leader-person type, the free spirit-task type, the people-task type, and the people-free spirit type. It also compares the effectiveness of methods involved in executive coaching as perceived by the different personality-types. Additionally, this study explores whether or not there are differences among the personality-types regarding the degree to which they viewed the improvement of their behavior and the time frames necessary for this change because of executive coaching. Furthermore, this study addresses the desired background of executive coaches as is perceived by the executives. It was hoped that this study would offer insight critical to strengthening executive coaching. Demands for higher performance from executives and employees are growing and the need for external resources is expanding. One of the fastest growing resources for leaders is executive coaching. Additional research may lead to making improvements in the field which can further enhance executive coaching. This study was designed to add to the body of knowledge in executive coaching by studying the overall perceived effectiveness of executive coaching as well as by comparing the six personality-type groups to discover whether or not different personality-types perceive executive coaching differently. Ph'D E

(from the journal abstract) In France, more and more high-potential managers seek an additional diploma in management (Executive MBA). They then begin a long (2-year) part-time training programme. As they look for new knowledge in order to obtain that coveted job, they discover that they are involved in process of a self-recovery. Confrontation with other participants, the training methods as a whole, and in particular coaching, help them to discover new possibilities. Usually they have talents and repressed desires that have been hidden for a long time. The training programme actually works as a true transitional space that permits them to abandon their false self, erected as protection against a threatening environment. Few of them will be CEOs. However, the others will be able to choose their careers according to who they are, and not according to what they are asked to be. (PsycINFO Database Record (c) 2005 APA, all rights reserved). A

(from the journal abstract) This article is an attempt to evaluate the appropriateness of the cognitive-behavioral approach for use in executive coaching engagements. The basic tenets of cognitive-behavior therapy, as well as its conceptual underpinnings, are reviewed. Following this, a discussion of how well the goals of executive coaching are met by a cognitive-behavioral approach is presented. The author recommends that for stress management and skill development purposes, cognitive-behavioral coaching is appropriate and likely to be highly efficacious. However, for coaching situations that call for a more in-depth analysis of unconscious motives and conflicts, this approach is not suggested. (PsycINFO Database Record (c) 2004 APA, all rights reserved). A

Dupuis, M. A. (2004). Spiritual influences on individual optimal performance at work, Union Inst And U., US.
The nature of leadership in organizations has evolved and continues to attract considerable attention. The role of women in the evolution of leadership styles has been under reported. Their approach to work is often different from their male counterparts. This study investigated the role individual spirituality plays in enhancing the performance of senior level women leaders. It is the first study to capture the interconnectedness of optimal performance, spirituality at work, the impact of women at work, and coaching to facilitate optimal performance. It makes visible women's changing perspectives and a coming of age in making their own determinations of how they will be in the world and in their work. This was a qualitative study employing in-depth one-on-one interviews with 13 senior level women in for-profit and not-for-profit organizations in the U.S. An analysis of the data yielded 17 findings relating to how a spiritual perspective impacted the women's work. The findings revealed that a personal spiritual orientation in the workplace caused participants to lead from the inside out. This orientation was achieved through a connection to an intangible force that guided them to conscious, purposeful action. They were supported in this approach through access to and practice of various chosen activities that brought them in touch with their center of knowing. The data suggested these women embraced a brand of leading self that fully integrated their lives with their work and their expression of life purpose. A creative synthesis (lyric poem) described the vividness of the influence of a personal spirituality on these women's behavior. Implications of this study suggested a possible alternative way to go about work that draws on an intangible resource available to everyone that, if embraced, could positively impact work performance. (PsycINFO Database Record (c) 2004 APA, all rights reserved). Ph'D E

Anthony M Grant PhD   anthonyg@psych.usyd.edu.au
This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology, University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering.
This version supersedes all past versions of this document

35

The purpose of this research project was to test the general hypotheses that peer and coach leaders impact team dynamics. In order to provide a conceptual framework for examining leadership, a working model of peer leadership was developed. The two main constructs in this model are coaching style and peer leadership style. It was hypothesized that peer and coaching leadership behavior would influence team dynamics, specifically team climate, cohesion, collective efficacy, motivation, and performance. Additionally, it was hypothesized that a coaches' collective efficacy would influence their leadership style and peer leadership would be influenced by perceived competence, anxiety and theories of talent. Multivariate canonical correlation analyses of the revealed that leaders and coaches who exhibited moderate to high levels of training and instruction, positive feedback, and social support were correlated with athletes' perceptions of positive team climate, team cohesion, collective efficacy, intrinsic motivation and perceived performance. Furthermore, athletes who score high on perceived peer leadership demonstrated high perceived competence, whereas perceived leadership decreased with increasing anxiety levels. (PsycINFO Database Record (c) 2004 APA, all rights reserved).


This qualitative, phenomenological study addressed the following research question: "What is the lived experience of executive coaches who coach business leaders using a collaborative style?" Using collaboration and dialogue as a framework of inquiry, this study explored how this particular approach is utilized by executive coaches in their work with leaders. Twelve executive coaches, six males and six females, were selected among those responding to a statement, sent by email, to executive coach members of several coaching communities known to promote a collaborative style of coaching. International Coach Federation, Coaching Training Institute, College of Executive Coaching, and Mentor Coach. I contacted each person who replied and the appropriateness of the volunteer was ascertained. Inclusion in the study was dependent on whether the participant considered that she or he worked in a collaborative style; the individual was willing to join in a semi-structured, in-depth, open-ended interview; and was willing to commit the necessary time for an interview and a follow-up group-focus interview. Most interviews were done by telephone and audio taped with the consent of the participant. After reduction and thematic analysis, five substantive themes were identified: (1) the personhood of the coach, (2) elements of the process and practice of executive coaching, (3) collaboration, (4) dialogue, and (5) authenticity. The following general reflections were gleaned from the study: (1) dialogue and collaboration are perceived as vital in coaching and in the transformation of leaders, in that they provide a non-judgmental and safe space for reflection and exploration that can give birth to new meanings and creative action: (2) there are specific aspects of dialogue that distinguish the coaching situation from other kinds of dialogue, and which executive coaches perceived as helpful; (3) the degree of authenticity on the part of the executive coach is both a prerequisite and vehicle for successful coaching; and (4) the combination of action and reflection, under the gentle probing by a collaborative coach, is essential for transformative learning to occur in business leaders. (PsycINFO Database Record (c) 2005 APA, all rights reserved).


This paper discusses the basic requirements for therapists transitioning into coaching and focuses on developing and managing a successful coaching business. The role of the professional coach is to help clients set better goals and to actualize these goals. This process takes place by asking clients to do more than they would have done on their own; by focusing clients on those actions to produce results quickly; and by providing the tools, support and structure necessary to reach the articulated goals. Professional coaches utilize various acquired techniques and methods in order to help their clients accomplish more. Coaches use their newly acquired skills to facilitate the clarification of goals, the removal of obstacles, and the unleashing of potential energy and resources (using the client's creativity to reach the desired goals). Psychotherapists new to coaching can learn more about the dynamics of coaching by gaining experience with a mentor coach. It is also advantageous to join a professional life coaching organization. (PsycINFO Database Record (c) 2004 APA, all rights reserved).


The article presents some of the basic guidelines for the psychotherapists transitioning into coaching. Life coaching is a new profession that is not yet fully recognized by the general public. It will take time, along with a solid marketing plan, to build a lucrative coaching practice. When creating your marketing plan, view marketing as an invitation to conversation. A success-oriented marketing plan will include many of the following: business cards, brochures, ads in professional journals, speaking to organizations, writing coaching articles for the media, having lunch with potential leads, participating in local and national coaching groups and developing your website. A website should be a part of your overall marketing strategy. The purpose of your coaching website is ultimately to attract clients. It portrays your professional image and allows potential customers to anonymously investigate your services.
services. Public speaking is an excellent way to promote your coaching practice. When presenting, don't speak specifically about coaching; instead, provide information on a topic that has value or benefit to the particular audience. (PsycINFO Database Record (c) 2004 APA, all rights reserved).


The knowledge base of coach-specific research detailing theories, techniques and outcomes of coaching is growing annually. However, little is known about coaches themselves. This paper reports on a large scale survey of coaches. A total of 2,529 coaches responded to an online survey conducted in 2003 amongst International Coach Federation (ICF) members. Data on credentialing, prior professional background, and current coach practice were collected. The coaches in this study had overwhelmingly graduated from or have been enrolled in a coach training program and virtually all had come to professional coaching from a prior professional background. In addition, data on coach demographics, coaching process and demographics were collected. This paper reports in detail on these findings, and makes suggestions for future research directions. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract).

Hinz, J. G. (2004). "What Does It Take to Be a Successful Personal or Business Coach?" PsychCRITIQUES 49(Suppl 2): [np]. Reviews the book "Getting Started in Personal and Executive Coaching: How to Create a Thriving Coaching Practice" edited by Stephen Fairley and Chris Stout. The central message emphasized throughout the book is that coaching is a business and if one wants their business to be successful, they must first clearly define their target market (personal or business coaching and what kind of client they want to work with) and then use their precious time and financial resources to effectively market the benefits of their services to that specific market. For those who are not used to marketing and sales or having to go out and seek clients, the techniques of marketing their coaching practice may, at first glance, seem uncomfortable and even distasteful. However, none of the techniques the authors recommend involve hard-sell techniques. After reading this book, I felt confident that I could apply at least some of the techniques in building my own coaching practice. I would have appreciated a resource list to seek out further information on the ideas presented. The book will be useful for those considering coaching and for those who are already doing coaching. (PsycINFO Database Record (c) 2005 APA, all rights reserved).

Horebeek, W. V., S. Michielsen, et al. (2004). A Cognitive-Behavioral Approach in Group Treatment of Procrastinators in an Academic Setting. Schouwenburg, Henri C (Ed); Lay, Clarry H (Ed); et al (2004) Counseling the procrastinator in academic settings. Washington, DC, American Psychological Association: 105-118. (from the chapter) This chapter summarizes our practical experience in organizing group training sessions for students with extreme procrastination problems. These sessions are organized within the Psychotherapeutic Student Center (PSC), which is part of the Student Facilities of the Catholic University of Louvain in Belgium and offers a wide range of psychotherapy from different psychotherapeutic disciplines. The PSC is accessible to all university students, and for some years now it has also been open to all higher education students from the Louvain district. The group procrastination training is delivered by the behavioral therapists of the PSC. Beyond the group training, there is no other individual program for procrastinators, except for non-Dutch-speaking students or students who would clearly be excluded from this group due to personal characteristics (e.g., age of older working students or serious pathology). For these other clients there is an individual coaching program. In the summer term individual coaching for procrastination is also possible. (PsycINFO Database Record (c) 2004 APA, all rights reserved).

Hrop, S. (2004). "Adaptive coaching: The art and practice of a client-centered approach to performance improvement." Personnel Psychology 57(3): 826-829. Reviews the book "Adaptive Coaching: The Art and Practice of a Client-Centered Approach to Performance Improvement," by Terry R. Bacon and Karen I. Spear. Only in the last few years has executive coaching emerged as a topic considered significant enough for book-length treatment. This recent release from Bacon and Spear is a beacon of excellence in a quickly crowding publishing space and has the potential to become one of the few "required" texts for both aspiring and seasoned coaches. The book consists of 15 chapters organized into three parts (Assessing Clients’ Needs, Practicing Adaptive Coaching, and Coaching Special Populations). It is packed with an enormous amount of "how to do it" material, yet also provides philosophical perspective, crisp conceptual models, extensive research findings on coaching effectiveness, and numerous tools and templates. The authors are professional coaches who deeply believe in the potential value of coaching as a catalyst for personal and professional development. Yet, they strive throughout the book to present a balanced view of both the promise and perils of coaching. Overall, this book is perhaps the best available on the topic of executive coaching. Beyond that, it is written in a manner that makes it equally useful for external coaches and those who coach internally (line executives and HR professionals). (PsycINFO Database Record (c) 2004 APA, all rights reserved).


Anthony M Grant PhD anthonyg@psych.usyd.edu.au
This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology, University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering.

This version supersedes all past versions of this document.
This article introduces the 3rd Consulting Psychology Journal special issue on executive coaching and briefly examines the current status of the scientific knowledge base in the field. It compares the emergence of the empirical literature on coaching to the historical pathway created by psychotherapy and hypothesizes that research on executive coaching may be lead in the future to the examination of "empirically validated models and methods" of coaching leaders in organizations. S. Rosenzweig's (1936) Dodoville conjecture in which he hypothesized that the major positive impacts of various psychotherapies were due to variations of common factors forms the metaphoric foundation of the analysis. The article explores this controversy briefly within Jerome Bruner's (1986) concept of 2 modes of cognition—the paradigmatic and the narrative—and suggests that case studies as a narrative way of knowing and creating meaning are an extremely useful way of examining the practice and efficacy of executive coaching. The articles in the issue are briefly introduced. (PsycINFO Database Record (c) 2004 APA, all rights reserved). A


(from the journal abstract) This article makes the major point that events, feelings, thoughts, and patterns of behavior that are outside of the conscious awareness of executives can significantly influence what they decide and how they act. It provides a succinct overview of the conflict and object relations approaches to understanding psychodynamics and embeds the material in recent scientific reviews of unconscious mental and emotional phenomena. The situations in executive coaching in which psychodynamic material may be relevant are described along with the purposes that these concepts and methods may serve in coaching engagements. Conflicts, attachment styles, and methods of using interpretations appropriately are described and discussed. Pitfalls and limitations of using these approaches in coaching engagements are also reviewed. (PsycINFO Database Record (c) 2004 APA, all rights reserved). A

Liljenstrand, A. M. (2004). A comparison of practices and approaches to coaching based on academic background, Alliant International U, San Diego, US. Coaching is a rapidly growing field, practiced by individuals representing a number of different academic backgrounds. As of yet, differences in practices and approaches between different coaches are unclear, and the lack of empirical research leaves the field open for speculation. Thus, the purpose of the present study is to examine the differences in practices and approaches between coaches with an academic background in the field of Business, coaches with an academic background in Clinical psychology or related field, and coaches with an academic background in Industrial-Organizational psychology or related field. A total of 928 coaches from organizations, associations and Internet list serves participated in the study by completing a web-based survey measuring practices and approaches to coaching. The results from the study were analyzed using analysis of variance, comparing the groups. The main conclusions that can be made from the study indicate that each of the three groups brings something unique to the field of coaching. Furthermore, the results point toward an existence of two, or possibly more markets depending upon the source of hire. The results from the study specifically pinpoint differences on a number of variables, such as; titles used, engagements, sources of hire, fees, annual income as a coach, participation in seminars, perceived competitive, frequency and length of sessions, means used to conduct coaching, use of assessment tools, means of evaluating effectiveness of intervention, perception of unethical practices, ethical guidelines, coaching versus therapy, and certification, among other variables. (PsycINFO Database Record (c) 2004 APA, all rights reserved). PhD E


(from the journal abstract) The Evaluating Methods for Motivational Enhancement Education trial evaluated methods for learning motivational interviewing (MI). Licensed substance abuse professionals (N = 140) were randomized to 5 training conditions: (a) clinical workshop only; (b) workshop plus practice feedback; (c) workshop plus individual coaching sessions; (d) workshop, feedback, and coaching; or (e) a waiting list control group of self-guided training. Audiotaped practice samples were analyzed at baseline, postraining, and 4, 8, and 12 months later. Relative to controls, the 4 trained groups showed larger gains in proficiency. Coaching and/or feedback also increased postraining proficiency. After delayed training, the waiting list group showed modest gains in proficiency. Postraining proficiency was generally well maintained throughout follow-up. Clinician self-reports of MI skillfulness were unrelated to proficiency levels in observed practice. (PsycINFO Database Record (c) 2004 APA, all rights reserved). E


(from the journal abstract) Since organizations have become characterized as political arenas, it is apparent that to survive and be effective in such arenas requires political skill. Furthermore, because of the barriers hampering their success, women need to develop even greater political astuteness than men. Such skill will not only increase women's performance and advancement, but also reduce stress and increase well-being at work. This article describes the nature of political skill, the importance of using political skill when influencing others, why women often suffer from political skill deficiency, and how mentoring and executive coaching experiences can build political skill and position
women to capitalize on performance and advancement opportunities. We argue that gaining and utilizing political skill can enhance performance, success and health in women. (PsycINFO Database Record (c) 2005 APA, all rights reserved). A

Sherin, J. and L. Caiger (2004). "Rational-Emotive Behavior Therapy: A Behavioral Change Model for Executive Coaching?" Consulting Psychology Journal: Practice & Research 56(4): 225-233. (from the journal abstract) The authors suggest the use of A. Ellis's (1971, 1994) rational-emotive behavior therapy (REBT) as a tool to help clients effect behavioral change in the context of a coaching relationship. The article begins with a brief overview of REBT followed by an argument for its usefulness in an executive coaching context. The authors outline the therapeutic components of REBT that may facilitate executive coaching and discuss the circumstances under which REBT may not be appropriate. (PsycINFO Database Record (c) 2004 APA, all rights reserved). A

Stern, L. R. (2004). "Executive Coaching: A Working Definition." Consulting Psychology Journal: Practice & Research 56(3): 154-162. (from the journal abstract) Executive coaching (EC) has grown significantly in the past decade as an important organizational consulting intervention. This article proposes a working definition for EC that specifies its process and methods, differentiates it from other forms of coaching, and suggests a set of perspectives, principles, and approaches needed to guide its professional practice. It also puts forth a set of core competencies for professional executive coaches. Implications are also explored for how to select a coach, how to prepare for an EC practice, and how to understand why certain EC interventions are more effective than others. (PsycINFO Database Record (c) 2004 APA, all rights reserved). E

Sue-Chan, C. and G. P. Latham (2004), "The Relative Effectiveness of External, Peer, and Self-Coaches." Applied Psychology: An International Review 53(2): 260-278. Two studies in two different continents using two different dependent variables examined the relative effectiveness of external, peer, and self-coaches on the performance of participants in two MBA programs. The first study involved MBA students in Canada (n = 30). Those who were coached by an external coach exhibited higher teamplaying behavior than did those who were coached by peers. The second study involved EMBA managers in Australia (n = 23). Those who were either coached by an external coach or who were self-coached had significantly higher grades than those who were coached by a peer. In both studies, an external coach was perceived by the participants to have higher credibility than their peers. In the second study, self-coaching was perceived to be more credible than coaching from peers. Satisfaction with the coaching process was highest among the managers who had an external coach. (PsycINFO Database Record (c) 2004 APA, all rights reserved). E

Terrell, J. D. (2004). "Leaders and the Psychology of Leadership." Dissertation Abstracts International: Section B: The Sciences and Engineering, 65(5-B): 2654. Interest in leaders and leadership has been the subject of human curiosity and speculation for thousands of years. It has consumed hours of academic energy and page upon page in books, both scholarly and popular, and academic journals for the last seventeen years, especially since the advent of "Executive Coaching" in 1985. The field is simultaneously confusing and chaotic. What a leader is and does, how a leader is developed and selected is no better understood for the hours of study or articles written. Yet there is a crisis in American business, politics, and academia for the lack of leaders in their respective fields. This dissertation explores the problems in defining what a leader is and does, how they are chosen, especially in the corporate world, and what is expected of those who provide executive coaching. As such, it recognizes a void which professional psychology ought to fill theoretically, and to clarify academically through empirical means. Establishing the psychology of leadership as a specific body of knowledge and its practical application through executive coaching requires its recognition as a unique area of specialization within the field of psychology. E PhD

Turner, C. A. (2004). Executive coaching: The perception of executive coaching from the executive's perspective. Dissertation Abstracts International: Section B: The Sciences and Engineering. The perception of executive coaching from the executive's perspective is the topic of this descriptive study. The executive coaching described is specifically related to the following coaching behaviors: (a) asking questions, (b) listening, (c) giving feedback, and (d) building trust. The executives participating in this study are attending a 2-week Executive Program with a curriculum based on strategy, marketing, employee involvement and leadership. Internal executive coaches work with the executives to foster a deeper learning in coaching behaviors, business goals, and leadership competencies. Coaching begins at the Residential Training Center during the 2-week Executive Program and continues when the executive returns to work for 45 days through implementation of the project plan. A combination quantitative and qualitative survey was developed by the researcher to determine the executive's experience of the coaching behaviors. The survey then determines if these behaviors help transfer the learning to practical application of the business goals and leadership competencies. The survey was administered at the end of the 2-week training and again as a post survey 45 days after returning to work. The findings are that 60% of the
executives rated the perceived coaching behaviors at a 4 (Agree) or a 5 (Strongly Agree) on the Likert Scale at the end of the 2-week training and again after 45 days. However, 60% of the executives rated the transfer of learning to practical application of business goals and leadership competencies below 4 (3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree) during that time period. (PsycINFO Database Record (c) 2004 APA, all rights reserved). PhD E


The demand for consultation services is increasing due to educational reforms and changes in special education legal mandates, yet consultation practice and training have not kept pace with this demand. To address the need for quality consultation training, an in-service training and e-mail coaching course in Instructional Consultation (IC) was delivered to school-based practitioners. IC is a collaborative consultation model founded upon systematic problem solving, effective communication, and the use of curriculum-based assessment (CBA). The current study examined the themes of e-mail IC coaching, as well as the participants' perceptions of the quality, benefits, and viability of the e-mail IC coaching process. Thirty consultant-trainees and four coaches who participated in the course completed feedback forms to indicate their perceptions of the e-mail IC coaching process. The coaches' e-mail coaching responses to the consultant-trainees were analyzed using grounded theory methods, and triangulated with the feedback form responses, to explore the themes of IC coaching by e-mail. Three findings warrant specific mention. First, coaches typically provided directive responses, especially Information/Suggestion and Positive Feedback. Second, consultant-trainees rated the coaching experience positively and reported that their skills developed significantly in all areas. Third, coaching that involved specific Information/Suggestion followed by specific Positive Feedback was associated with consultant-trainees' perceptions that their skills improved. Other study results suggested: (1) the content areas most frequently addressed included CBA, Defining the Problem, and Collaboration; (2) the amount and type of coaching provided to individual consultant-trainees varied somewhat, due to coaches' perceptions of the consultant-trainees' needs; (3) approximately 80% of the consultant-trainees felt they were able to apply most IC skills following training, with the exceptions of CBA and Interventions; and (4) consultant-trainees and coaches rated e-mail as easy to access and comfortable to use for coaching. The study results suggest that practitioners found e-mail IC coaching to be practical to use and beneficial for their development of consultation skills. While the above hypotheses must be validated, they help to inform the design of future e-mail IC coaching courses while additional research is conducted. (PsycINFO Database Record (c) 2004 APA, all rights reserved). PhD E


Leadership is learned in large part through on-the-job experience. Building on the work of Lindsey, Homes, and McCall (1987), this article describes seven key learning experiences for managers: personal trauma, mission impossible, setback, role models, conflicting norms and values, dealing with subordinates, dealing with the political arena, and personal experiences. It suggests that, although not all successful managers must be top learners, top learners are successful managers. The learning process they go through is described in terms of five steps. A learning process mode and a method for management development based on identification of top learners and coaching for learning are proposed. (PsycINFO Database Record (c) 2004 APA, all rights reserved). A


(from the journal abstract) This article confronts the current state of management and the slow pace of management change, the product of years of myopia, apathy and denial. It charges business leaders with being blissfully unaware of the wider context upon which their future depends, that of accelerating global, social, psychological and spiritual change. Staff, customers and the wider public are becoming allergic to business, because leaders fail to demonstrate greater vision, higher values and more corporate social responsibility than they do. It is also a call for a fundamental review of the assumptions which still govern and limit the ways in which we educate, train and manage people, and the assumptions we hold about people's real wants and needs. A growing number of people today seek to produce or to obtain something of meaning, rather than the usual consumer rubbish. Providing meaningful work, fostering a self-belief of all staff, being emotionally intelligent, and having a coaching management style, will be the key criteria for successful future leaders and managers regardless of their line of business. (PsycINFO Database Record (c) 2004 APA, all rights reserved). A


Psychology has become feminized, but women are not yet concentrated in the highest career and leadership ranks. This limits the number of women with the experience and status to serve as role models and mentors. Little is known about mentoring in general, and less is known about woman to woman mentoring. This study augments current research on mentoring to provide a theoretical model for mentoring women in psychology. Qualitative research was employed using grounded theory methodology. Eight eminent women in psychology were interviewed about their mentoring experiences to compare with the literature and build upon the findings of a pilot study conducted with female graduate students. Results are presented as an integrated set of hypotheses in the form of a mentoring model.
Participants suggested that women have unique developmental needs that do not get necessary attention. Having a trusted mentor was important in helping participants learn the general rules for success in psychology, as well as providing them with national contacts and opportunities for research, publication, leadership, and job opportunities. Participants expressed a strong recommendation for mentors to provide social support, career counseling, coaching, and to help students understand the culture of the profession and work environments. (PsycINFO Database Record (c) 2004 APA, all rights reserved). PhD E Case

2005 (n = 72; A = 36; E = 29; PhD = 7; S = 19; C = 14; WS =1; BS = 2) (RC = 1)

Purpose - This article opens up for debate a new perspective on professional quality in externally supplied coaching. Design/methodology/approach - Three provider size-types are taken in turn and interpreted in relation to characteristic quality issues. Findings - Professional quality characteristically varies with different types of coaching provider. Three primary provider types are identified: large conglomerates (often multinational); the solo market where coaches work as individuals; and the specialized coaching team or "boutique". Provider size is suggested to be the key quality-related variable distinguishing these three types. Professional quality is specified inclusively through identifying the factors currently in the coaching quality debate. This allows a menu of factors to be considered non-judgementally in relation to the provider types. Practical implications - The article suggests how the characteristic size pluses can be realised and the minuses avoided. Originality/value - Provider size does not seem to have been debated before as a key variable in coaching quality. BusinessSourcePremier. , executive, survey Empirical.

This article describes how principles of adult psychological development can inform executive coaching. An adult developmental perspective is used to identify key transformational tasks of adulthood that help shape executive role functioning. The correlation of psychological competencies with leadership competencies is outlined in more detail for the roles of senior vice president and executive vice president. Coaching case material is used to further illustrate how consultants can use an adult developmental framework to better align organizational life with personal strivings for meaning and growth. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. Article.

(2005) Bennett, J. A. and N. A. Perrin "Healthy Aging Demonstration Project: Nurse Coaching for Behavior Change in Older Adults." Research in Nursing & Health Vol 28(3) Jun 2005,
The Healthy Aging Project (HAP) tested nurse coaching as a method to support healthy behavior change in older adults. The sample included 111 individuals randomized too nurse coaching group or usual-care control group. Participants in the intervention group chose the health behaviors they wanted to change and received coaching by nurses in a single in-person session followed by telephone calls or email contact for 6 months. Nurses were trained in motivational interviewing (MI). The intervention group had significantly less illness intrusiveness and health distress than the control group at 6 months, although it is not known whether these health outcomes resulted from behavior changes. This clinical demonstration project showed that nurse-delivered MI, primarily using the telephone and email, is a feasible method to discuss behavioral change with older adults. However, future clinical trials will be needed to evaluate the efficacy of nurse-delivered MI on actual behavioral changes in older adults. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. , between subjects health, Empirical.

This article is a review of a coaching engagement that spanned a 2-year period. The client was an executive with a global corporation. The case study discusses several key elements of the process, including trust, relationship building, and assessment, as well as content of the coaching process. Finally a summary from the coach and client is provided. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , case study. Empirical.

Knowledge is the life-blood of organisations, but the larger they grow the more difficult it becomes to share that knowledge and expertise. The purpose of this qualitative study was to try to establish whether coaching strategies have a part to play in the exploration and transmission of expertise. The study was carried out with a group of nineteen experts and coaches. For the analysis I used a qualitative phenomenological methodology. The results indicated that not only would experts value someone to help them explore the nature of their intuitive understanding, they also thought that coaches could help them to think through the political implications of their work in order to get
their ideas championed by others and thus implemented. Furthermore, experts also tend to use words that have both a limited technical meaning and different popular associations: an example is 'tacit knowledge'. The coach therefore also has a potential interpretive role, helping the expert to use language that will be understood beyond his or her immediate field. The conclusion of the study was that coaching strategies would indeed seem to have a part to play in helping experts share their expertise. International Journal of Evidence Based Coaching and Mentoring. , executive, case studies. Empirical.


Purpose - The paper aims to examine the coaching relationship as a critical success factor in executive coaching. It also aims to set out the characteristics of a successful coaching relationship and how to establish it. Design/methodology/approach - The basic proposition of this article is set out in the introduction - that the coaching relationship is not just a critical success factor, but arguably the critical success factor in successful coaching outcomes. From there, the characteristics of a successful coaching relationship are explored. The link is made to client-centred counselling and to the influence of "Rogerian" thinking. Key characteristics of the coaching relationship such as rapport, trust, support and challenge are critically examined. Finally, the implications for coach training are set out. Findings - The arguments presented here point to a need to shift the emphasis of coach training more strongly towards the coaching relationship. Originality/value - A great deal of current literature about executive coaching is focused on models and techniques: this article challenges that approach and reminds the reader of the importance of the coaching relationship as a critical success factor in executive coaching. [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. , executive, relationship Article.


Purpose - Aims to examine the two main groupings of definitions of executive coaching: those which focus on learning and development leading to performance improvement and those which are located around change. From there it follows the proposition that psychological-mindedness is the foundation of psychologically focused coaching. Design/methodology/approach - Definitions of coaching are presented to set the context. Then the term psychological-mindedness is described and the key aspects explored. These are: the capacity to reflect on one's own and others' thoughts, feelings and behaviours, and derive meaning and learning from that reflection. It requires a level of self- and social awareness. The paper then looks at how psychological-mindedness can be developed through a range of personal development processes and argues that these should be conducted both in one-to-one situations and in groups in order to derive the benefit of feedback. Finally, the training and development of executive coaches are explored. Findings - The arguments presented here point to a need to shift the emphasis of coach training to incorporate an equal focus on the personal development of the coach. Originality/value - There is little in the literature about executive coaching which addresses the importance of psychological-mindedness; nor very much about how to develop it. This article also challenges the notion that advanced coach training should only focus on theory and practice development and advocates a more balanced approach. [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. , executive, theory Article.


Purpose - This article sets out to explore the similarities and differences between coaching and therapy - a subject of great interest currently within coaching and therapy fields. Design/methodology/approach - The objectives are achieved by examining the convergence of approaches and thinking within these fields, as well as exploring theoretical contributions to the debate. Findings - Coaching and therapy have a number of similarities. However, as this article explores, the two disciplines are in many ways, considerably different, particularly in terms of context issues bought to sessions and the ultimate in tension. Typically, the skill sets required for each differ. Practical considerations such as terms of contract, length of session, pricing and boundaries also vary greatly. Originality/value - The paper examines in greater detail a subject which is of very definite interest to both coaching and therapeutic practitioners, and also examines the popular argument in greater depth. [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. , executive, theory Article.


This study examined male future business managers' attitudes towards two modes of professional psychological help-seeking: traditional psychotherapy and executive coaching. This study also examined the relationship between male Gender Role Conflict and depressive symptoms. The current study provided empirical evidence that some male future business manager's may prefer alternative forms of psychological help-seeking such as executive coaching. A web-based survey was conducted with male MBA students or recent graduates living in the US. Out of 212 MBA programs that were emailed to participate, 140 students completed the on-line questionnaires. Regression analyses were conducted. Results suggested that men's scores on the Restrictive Emotionality subscale of the GRCS was...
Professional coaching and mentoring are change methodologies that seek their inspiration and evidence base in a host of areas, including education, psychology, action learning, health, philosophy, business, and conflict resolution. In this article questions such as "What is a good use of time?" and "How can one's relationship with time contribute to their well-being?" are raised and discussed with regard to empirical research on various aspects of psychology of time. In the first part of the paper, the construct of time perspective is considered. It is argued that a balanced time perspective is associated with the highest levels of well-being. The second part draws on qualitative and quantitative research and addresses the concept of perceived time use. Four factors, are shown to play a major role in how people spend their time and how happy they feel with it: liking what one does and perceiving it as worthwhile, balance, responsibility and achievement, and time anxiety and lack of control. The last part of the paper considers practical implications of psychology of time for coaches and other professionals.

Boniwell, I. (2005). "Beyond time management: how the latest research on time perspective and perceived time use can assist clients with time-related concerns." International Journal of Evidence Based Coaching and Mentoring, Vol. 3, No. 2

The research question posed in this study is "What constitutes effectiveness in executive coaching from the client's perspective?" Using a phenomenological methodology, six elements of effectiveness were identified from in-depth interviews. All participants were executives who had received coaching and had assessed it as effective. The study's conclusion is that coaching is perceived as effective when the client is motivated and committed to the coaching process, working with a seasoned coach with whom there is positive rapport, and the coaching engagement is supported by a structured process and focused on development. Other important elements are the coach's contributions (background, experience, expertise, roles, and personal qualities), including others in the coaching process, and achieving results that benefit the client. Effectiveness in executive coaching was found to be a shared responsibility of three constituents: client, coach, and organization. The client brings motivation, willingness to be coached, openness to the process, and commitment to do the work. The coach provides experience, personal qualities that foster rapport, trust and credibility, and tools, models, processes, and resources that will benefit the client. The organization offers a culture that supports development and learning, sponsoring and paying for structured programs. The small size of the research sample was a limitation of the study, making it difficult to generalize the findings to a larger population. The role of the client's boss and peers in the effectiveness of executive coaching was not addressed, and the study did not provide any examples of financial "return on investment" for executive coaching. Lastly, the coaching programs were not identical in the two sites studied, and some participants were not part of any formal program. Recommendations of the study include using the six factors to help coaches and clients assess and improve the quality of their coaching engagements. Coaches are encouraged to enhance their credibility with clients by continuing their own personal development work, and developing a network of trusted professional referrals. Organizations should give clients a role in coach selection, and offer opportunities for coaches to learn about the organizational culture within which the clients operate. (PsycINFO Database Record (c) 2008 APA, all rights reserved).

Boniwell, I. (2005). "Beyond time management: how the latest research on time perspective and perceived time use can assist clients with time-related concerns." International Journal of Evidence Based Coaching and Mentoring, Vol. 3, No. 2

The objective of this work is to present the ideas elaborated during 15 years working in the psychosocial arena from the psychoanalytic perspective. A conceptual proposal is presented aimed to understand and to accompany (psychological coaching) groups with different problems, rescuing the psychic development dimension without leaving aside the particular individual and contextual characteristics. The name for the encounter categories emerge from the third zone proposed by Winnicott being enriched with n's approach to thinking and Green's approach to language. The proposal is to temporarily suspend the logic of opposition and contradiction in order to enter in the paradoxical terrain with its possibilities to bridge discontinuities. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract).  


The objective of this work is to present the ideas elaborated during 15 years working in the psychosocial arena from the psychoanalytic perspective. A conceptual proposal is presented aimed to understand and to accompany (psychological coaching) groups with different problems, rescuing the psychic development dimension without leaving aside the particular individual and contextual characteristics. The name for the encounter categories emerge from the third zone proposed by Winnicott being enriched with n's approach to thinking and Green's approach to language. The proposal is to temporarily suspend the logic of opposition and contradiction in order to enter in the paradoxical terrain with its possibilities to bridge discontinuities. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract).


Professional coaching and mentoring are change methodologies that seek their inspiration and evidence base in a host of areas, including education, psychology, action learning, health, philosophy, business, and conflict resolution. In this article questions such as "What is a good use of time?" and "How can one's relationship with time contribute to their well-being?" are raised and discussed with regard to empirical research on various aspects of psychology of time. In the first part of the paper, the construct of time perspective is considered. It is argued that a balanced time perspective is associated with the highest levels of well-being. The second part draws on qualitative and quantitative research and addresses the concept of perceived time use. Four factors, are shown to play a major role in how people spend their time and how happy they feel with it: liking what one does and perceiving it as worthwhile, balance, responsibility and achievement, and time anxiety and lack of control. The last part of the paper considers practical implications of psychology of time for coaches and other professionals. The objective of this work is to present the ideas elaborated during 15 years working in the psychosocial arena from the psychoanalytic perspective. A conceptual proposal is presented aimed to understand and to accompany (psychological coaching) groups with different problems, rescuing the psychic development dimension without leaving aside the particular individual and contextual characteristics. The name for the encounter categories emerge from the third zone proposed by Winnicott being enriched with n's approach to thinking and Green's approach to language. The proposal is to temporarily suspend the logic of opposition and contradiction in order to enter in the paradoxical terrain with its possibilities to bridge discontinuities.
this issue two case studies present Team Manager coaching and Group coaching, and provide useful information on
the management of successful coaching engagements. The papers in this edition help to make the implicit explicit. By
explicitly drawing on, and applying cross disciplinary theories and practices to the field of coaching, the authors in
this issue help us to understand what it is that we do when we coach from a range of perspectives. (PsycINFO
Database Record (c) 2008 APA, all rights reserved). PsycINFO. ., group, theory. Article.

Training: 218-223.

Purpose - To identify the distinguishing characteristics and future challenges for the business coaching industry in
Australia. Design/methodology/approach - A telephone survey of business coaching firms was used to identify the
main structural characteristics of the industry. Structured interviews with selected business coaches were used to
identify the key business and professional issues they faced. Findings - Firms in the business coaching industry in
Australia have three main characteristics: most firms are young and small; most are not exclusively dedicated to
coaching; and most have a poor appreciation of the competitive environment in which they operate. Practical
Implications - The research identified three main challenges for the business coaching industry that will need to be
addressed if business coaching is to develop further the challenge of defining standards of service and performance
that do not inhibit the flexible and personal orientation of the coaching process; the challenge of developing a more
coherent and well understood perception of the nature and benefits of business coaching amongst industry more
generally; and the challenge of establishing robust and durable coaching businesses that can take leadership in
growing and developing the industry. Originality/value - Business coaching is an emerging industry that is
increasingly being used to provide learning-based interventions in organizations. To date there has been little formal
research into the nature of this industry or the services it provides. This paper addresses this by examining the "state
of play" of business coaching in Australia. [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. ., executive, survey
Empirical.

(2005) Cox, E. P. D. "The value of openness in e-relationships: using Nonviolent Communication to guide online coaching and
mentoring." International Journal of Evidence Based Coaching and Mentoring Vol 3, No. 1

This paper explores the use of Nonviolent Communication (NVC) as a way of developing the openness needed for
successful communication in e-mentoring relationships. Using a case study approach research was undertaken with
students participating in an online mentoring module that forms part of a Masters degree at a British university. The
module involves students in 'meeting' and working online, via e-mail, with a mentor whom they have never met face-
to-face. From the research collected to date it is possible to conclude that there is evidence to suggest that the use of
NVC, with its focus on feelings and needs, encourages trusting personal relationships characterised by openness. The
NVC process appeared to obviate many of the communication issues, such as silence and the affects of a limited
sensory environment, that have seen to be restrictive in the development of online relationships. International Journal
of Evidence Based Coaching and Mentoring. ., group, case studies. Empirical.

Abstracts International: Section B: The Sciences and Engineering, 65(5-B): 2675.

Small business creation is not only vital to the U.S. economy, it exemplifies many of the values of contemporary
American society including individualism, risk taking, innovation, growth, and the prospect of generating wealth.
Although large corporations continue to dominate the landscape of industry in the U.S., the spirit of small business
entrepreneurship continues to thrive. Yet, the odds for success are not in favor of the aspiring small business owner,
with nearly half of all new businesses failing after 4 years. Such a high failure rate would suggest considerable
financial and emotional stressors for the aspiring small business owner. Indeed, it is a commonly held belief that small
business owners are likely to experience high levels of stress. Additionally, many researchers have linked

Anthony M Grant PhD anthonyg@psych.usyd.edu.au
This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology,
University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering.
This version supersedes all past versions of this document
occupational stress and strain to negative mental health consequences such as burnout, anxiety, depression, interpersonal and family conflict, and overall diminished quality of life. The purpose of this conceptual-analytic investigation is to examine the scholarly literature in order to better understand the potential mental health needs of aspiring small business owners concerning occupational stress. This investigation explores an area of psychology where clinical, health, and occupational issues intersect. By examining the research on new venture creation, work stress, risk factors, and intervention techniques, this study offers suggestions to clinical psychologists who would provide services to this population. Thus, an organizing model for intervention is proposed in which consulting, executive coaching, and psychotherapeutic approaches are integrated into a practical framework. In addition, suggestions are made regarding the delivery of services to this occupational group. PsycInfo. . , executive, survey.

PhD.


Mentors and proteges from two formal mentoring programs were interviewed about the benefits associated with program participation, problems encountered in the program, and recommendations for program improvements. The most commonly reported benefits for proteges included learning, coaching, career planning, and psychosocial support. Mentors most frequently reported learning, developing a personal relationship, personal gratification, and enhanced managerial skills. Both groups identified a range of problems including mentor-protege mismatches, scheduling difficulties, and geographic distance. Unique problems were also identified, including mentor neglect (by proteges), unmet expectations (by proteges), structural separation from the mentor (by proteges), and feelings of personal inadequacy (by mentors). Finally, suggestions for program improvement were identified such as clearer communication of program objectives, better matching, targeted participation in the program, and better program monitoring. Findings are discussed in terms of what we currently know about informal mentoring and implications for mentoring theory. Suggestions for mentoring practice are also discussed. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. . , executive, survey. Empirical.


Purpose - To examine warehouse worker development associated with managerial coaching in the logistics industry. Design/methodology/approach - Examine the efficacy of this developmental approach in a logistics context, a survey method was used to provide an overview of supervisors' coaching behavior at 18 distribution centers in the United States. Warehouse workers answered questions about their interactions with their supervisors and their own job satisfaction while supervisors answered questions pertaining to the job-related performance of warehouse workers for whom they were directly responsible. Findings - The study findings indicate that warehouse workers at these distribution centers encounter low levels of supervisory coaching behavior. However, despite these low levels, significant positive associations were found between supervisory coaching behavior, warehouse worker job satisfaction and supervisors' perceptions of their subordinates' job-related performance. Research limitations/implications - The findings are based on the perceptions of respondents at the specific distribution centers in our study and therefore should not be interpreted as being generalizable. However, we hope that they will stimulate further empirical research on the growth, development and retention of front-line logistics workers - an important, but relatively under-researched, area of supply chain management. Practical implications - The logistics industry is becoming progressively more service-oriented and technologically-driven and greater front-line worker competence in these areas will be required for many firms to survive. Originality/value - As the greatest aggregation of labor in the supply chain is in distribution center operations, our findings may encourage logistics organizations to evaluate the feasibility of adopting more people-oriented supervisory approaches like coaching that focus on personnel development and the provision of more intrinsically-rewarding work... [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. . , workplace, survey Empirical.

(2005) Evans, T. "How does mentoring a disadvantaged young person impact on the mentor?" International Journal of Evidence Based Coaching and Mentoring Vol. 3, No. 2

The resources used to run mentoring schemes are justified on the basis of the progress that is made by the mentee and while this must be the correct focus, it is important that the motivation and needs of the mentor are considered if programmes are to be successful. This study examines the impact on the mentor when working with a diverse, complex group labelled disadvantaged youth, generally within state guidelines through a voluntary organisation and where the mentor is a volunteer, drawn from society at large and equipped with basic everyday skills that have been enhanced through a short training programme. Using survey methodology, it examines the reasons people undertake this type of work, what they actually get out of volunteering and whether it changes attitudes and allows them to achieve goals in their social, personal and working lives that they would not have been able to achieve without that experience. International Journal of Evidence Based Coaching and Mentoring. . , group, survey. Empirical.


Anthony M Grant PhD anthonyg@psych.usyd.edu.au
This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology, University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering.
This version supersedes all past versions of this document.
The use of executive coaching as a developmental intervention for managers has increased dramatically during the past decade. Consequently, there has been a burgeoning practitioner literature on the topic of executive coaching. Empirical research on executive coaching, however, has lagged far behind, and theoretical work on the processes underlying effective coaching has been limited. In this review, we investigate the construct of executive coaching and examine how coaches' professional training, client characteristics, and types of coaching impact the effectiveness of this intervention. The article concludes with an agenda for future research on this emerging form of management development. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo., Executive, theory. Article.


From its very inception, pediatric psychology has been committed to involving the whole family in the service of treating children. The impetus for this special issue is to bring to the forefront a careful examination of not only the strengths but also the obstacles in implementing family-based interventions. Families come in all shapes and sizes and given the changing nature of family structure, it is important to consider whom to involve in treatment. One of the authors address this point directly in her call for involving fathers in pediatric research. Another author provide parent-child interaction coaching while infants are still in the neonatal intensive care unit. Another author present a careful examination of the effects of multisystemic treatment on medical resource utilization. (PsycINFO Database Record (c) 2006 APA, all rights reserved). PsycInfo., health, theory. Article.


The article focuses on executive coaching in business enterprises. Although coaching may be viewed as an organization's gift to an individual, it requires a significant commitment from all stakeholders, especially the coachee. There may be many reasons why a coachee is unable, or unwilling, to make such a commitment at a specific point in time. The most extreme have to do with personal or family problems or challenges that may be difficult, or impossible, for a prospective coachee to reveal. Coaching should not compete with a coachee's attention to the health and well being of self or family. Organizational sponsors need to be sensitive to these circumstances when they are aware of their existence and delay the introduction of coaching. Some especially stressful work-related situations come under this caveat as well. Accidents, injuries, death, or criminal behavior that occur on the job or that affect coworkers can trigger post-traumatic stress reactions that are best handled by therapists and other health providers. Less severe but still exceptionally demanding situations include working through bankruptcy, legal or regulatory investigations and mergers. BusinessSourcePremier., executive, theory. Article.


The article focuses on extending the reach of executive coaching. Over the past 10 years, executive coaching has become a standard development offering in most large organizations. The existence of a "competing" internal coaching capability keeps external experts sharp and spreads the benefits of coaching more widely or less expensively. The ability to draw on internal coaches also supports sophisticated feedback and development planning processes that organizations increasingly use. An ongoing developmental program is needed for internal coaches. Some or all of such programs could be waivered in individual cases based on professional training and experience, but internal coaches need a common philosophy and approach, a forum to consider organizational challenges and opportunities, and a case review process. Internal coaches are more likely to be challenged by confidentiality issues. Organizations need to decide in advance how to handle those challenges and provide opportunities to discuss especially complex or pressured situations. BusinessSourcePremier., executive, theory. Article.


Midlife can be a difficult and challenging period of adult development. Historically men struggling with midlife challenges sought support from family and friends. Over the last four decades some have men have found help from psychotherapy. Unfortunately, many men have sought no help at all. Over the last two decades men have increasingly sought the assistance of personal coaches to support them during midlife. This study is intended to assist coaches, whether psychotherapists or laymen, by providing a context for better understanding the developmental issues facing men at midlife. The study also overviews the field of positive psychology and suggests areas where it may enhance and inform coaching. The adult development theories of Carl Jung, Erik Erikson, and Daniel Levinson each posit specific developmental tasks for men at midlife. The ideal resolution of the midlife transition requires a shift toward generativity and a re-engagement in the individuation process to achieve personal integration, greater self-knowledge, and a more meaningful life. The emerging field of positive psychology offers several methods to support men with their developmental tasks of midlife. Positive psychology seeks to increase subjective well-being and help people to flourish. There are three suggested routes to increasing happiness; bodily and emotional pleasures, gratifications from engaging activity, and engagements that provide meaning. Identifying signature strengths and integrating them into coaching interventions may contribute to a more authentic quality of happiness and facilitate the pursuit of a
meaningful life. Positive psychology may help men build the necessary resources and resiliency to buffer against midlife's inevitable challenges. Enhancing positive emotions increases one's thought-action repertoire and coping strategies. The integration of positive psychology and coaching may produce the necessary resources to prevent a midlife transition from developing into a midlife crisis. Based upon a review and synthesis of the relevant literature on midlife development, positive psychology, and coaching, several interventions are presented to provide an idea of how to develop techniques in line with the integrated theory proposed in this dissertation. This study suggests midlife interventions intended to help coaches normalize the midlife transition; increase positive emotions; facilitate personal integration; enhance self-understanding; and nurture the pursuit of a meaningful life. (PsycINFO Database Record (c) 2006 APA, all rights reserved).  .  Psychnfo. , executive, survey.  PhD.

Background. Very little effort has been directed to enable GPs to better informed decisions about PSA screening among their male patients. Objectives. To evaluate an innovative programme designed to enhance GPs' capacity to promote informed decision making by male patients about PSA screening. Methods. The study design was a cluster randomised controlled trial set in New South Wales, Australia's most populous state. 277 GPs were recruited through a major pathology laboratory. The interventions were three telephone-administered 'peer coaching' sessions integrated with educational resources for GPs and patients and the main outcome measures were: GP knowledge; perceptions of patient involvement in informed decision making; GPs' own decisional conflict; and perceptions of medicolegal risk. Results. Compared with GPs allocated to the control group, GPs allocated to our intervention gained significantly greater knowledge about PSA screening and related information [Mean 6.1 out of 7; 95% confidence interval (CI)=5.9-6.3 versus 4.8; 95% CI=4.6-5.0; P=0.001]. They were less likely to agree that patients should remain passive when making decisions about PSA screening [Odds ratio (OR)=0.11; 95% CI=0.04-0.31; P<0.001]. They perceived less medicolegal risk when not acceding to an 'uninformed' patient request for a PSA test (OR=0.31; 95% CI 0.19-0.51). They also demonstrated lower levels of personal decisional conflict about the PSA screening (Mean 25.4; 95% CI 24.5-26.3 versus 27.8; 95% CI 26.6-29.0; P=0.0002). Conclusion. A 'peer coaching' programme, supplemented by education materials, holds promise as a strategy to equip GPs to facilitate informed decision making amongst their patients. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract).  Psychnfo. , executive, between-subject design.  Empirical.

Coaching has become a popular method to develop senior executives, yet its effectiveness is open to debate. First, coaching is often conducted without addressing the environment in which the executive operates, making gains derived from coaching difficult to sustain. Second, executives often resist being coached, inhibiting them from learning or acting differently.  This article demonstrates executive coaching to be an effective management and organizational development tool, particularly when coaches become more aware of their own resistance to coaching.  (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract).  Psychnfo. , Executive, relationship.  Article.

During the past 10 years, the concept of coaching for ADHD has become extremely popular. An increasing number of professionals from diverse mental health, business, and educational backgrounds now regularly advertise and promote their services as ADHD coaches. What exactly is coaching for ADHD? How does it differ from cognitive behavioral therapy for ADHD? These questions remain unanswered and debated. Therapists and coaches each establish a relationship with a client. Confidentiality is a basic foundation of both relationships. Both relationships require a client willing to change and take an active effort in treatment. Both deal with feelings and beliefs but at very different levels. However, coaching is not intended as a substitute for psychotherapy, nor is it likely to benefit individuals in the throes of serious psychiatric problems. Coaching is a model intended to improve daily functioning and well-being for individuals without significant psychological impairment. An increasingly alluring myth now pervades the mental health field concerning the efficacy of ADHD coaching. I am concerned that although coaching as an adjunctive, complimentary, or supplementary treatment for ADHD has become increasingly popular, the proponents of this treatment have done little in the past 10 years to demonstrate a willingness to put their beliefs and strategies to the test and that the tenets promoted for ADHD coaching may represent the product of little more than pseudoscientific thinking.  (PsycINFO Database Record (c) 2006 APA, all rights reserved).  Psychnfo. , health, theory.  Article.

The Society of Consulting Psychology has identified the need for a scientist-practitioner model in the training of new consulting psychologists. However, it has been a challenge to find practitioners able to devote the time to training, coaching, or mentoring students. The author, a consulting psychologist for 22 years, describes his experience in returning to an academic setting. The advantages and disadvantages to practitioner and student are discussed. It is
seen as beneficial to all parties, and practitioners are encouraged to assume a more active role in the training of new consulting psychologists. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo., executive, theory. Article.


There are sharp disparities between non-Hispanic Whites and African Americans in mortality and years of potential life lost for numerous health-related conditions, including HIV/AIDS. The Building Resiliency and Vocational Excellence (BRAVE) Program is an intervention using Resiliency Networking designed for use with African American young men to help offset these disparities. Resiliency Networking incorporates coaching, career planning, and re-definition of gender roles to help young men develop a sense of purpose and future and to manage their lifestyles effectively. In addition to fostering a strong link with an older mentor, the program fosters healthy peer-to-peer relationships. The paper reports on preliminary use of the intervention and recommends future applications. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo., health, survey. Empirical.


This paper presents the main findings from Part I of a study investigating if workplace coaching can reduce stress. Thirty-one participants from a UK finance organisation took part in the quasi-experimental study. Depression, anxiety and stress were measured before and after coaching in a coaching and control group. Levels of anxiety and stress had decreased more in the coaching group compared to the control group, and were lower in the coaching compared to the control group at the end of the study. However, levels of depression had decreased more in the control group compared to the coaching group. Mixed ANOVAS found no significant interactions between time and coaching for depression, anxiety or stress. Nevertheless, high levels of perceived coaching effectiveness were reported by the participants. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo., workplace, between-subject design. Empirical.


After briefly reviewing the existing literature on team coaching, we propose a new model with three distinguishing features. The model (1) focuses on the functions that coaching serves for a team, rather than on either specific leader behaviors or leadership styles, (2) identifies the specific times in the task performance process when coaching interventions are most likely to have their intended effects, and (3) explicates the conditions under which team-focused coaching is and is not likely to facilitate performance. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo., team, theory. Article.


This paper explores the way people 'do mentoring' in the workplace. Using examples from our extensive database of interactions, recorded in a number of New Zealand workplaces, the analysis identifies a variety of discourse strategies used by those in positions of responsibility in mentoring colleagues. The mentors in our corpus draw from a wide repertoire of strategies, ranging from those which focus on procedural aspects of career advising, through corrective and appreciative comments, to supportive advising, and indirect coaching. Although mentoring has traditionally been associated with men, the examples demonstrate that women leaders do mentoring too, and the analysis suggests that some do it very well. Moreover, this exploratory look at how mentoring is accomplished indicates that 'feminine' strategies are well represented among those available, and appear to be very effective. Finally, it is argued that successful women leaders contest or 'trouble' established gender boundaries and thereby expand the very concept of what it means to be a leader. Through their discursive practices, they give the legitimacy of power to a range of discursive strategies, including some conventionally regarded as feminine. Thus, it is argued, the process of constructing one's identity as an effective leader becomes increasingly compatible for women with that of constructing a socially coherent gender identity. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo., workplace, theory. Article.


According to the World Health Organization (1986), "health promotion is the process of enabling people to increase control over, and to improve their own health." To bring this process and its desired outcomes to fruition, many theories and models for understanding and altering health behaviours have been designed and utilized (Ajzen, 1988; Bandura, 1986; Fishbein & Ajzen; 1975; Freire, 1973, 1974; Jessor & Jessor; 1977; Prochaska, 1979). Practitioners of behaviour change implementation are legion, as therapists, counsellors, social workers and so forth. Coaching (in
various iterations such as life coaching, professional coaching, executive coaching) is a recent and growing behavioural intervention. As trained health behaviourists with professional coaching practices, it is our contention that the Co-Active coaching method is an effective and efficient approach for 'doing health promotion'. Furthermore, the success of the Co-Active coaching approach as a tool for health promotion is based, in part, on its integration of key health behaviour change elements such as: personal values; goal setting; self-defined issues; empowerment; self-confidence; reinforcement; and self-efficacy. This position paper will examine the relationship of the Co-Active coaching method with several well-established behavioural theories. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo., health, therapy. Article.

This study is exploratory and looks for meaningful ways of differentiating coaching approaches used by UK practitioners as a way of establishing a more solid foundation for comparative and evaluative research. The paper briefly explores how coaching is defined, arguing that current definitions provide an inadequate foundation for theoretical and evaluative research, compared with multi-dimensional models. A methodology for developing multi-dimensional models is sought within and outside the coaching literature. With little existing methodology to follow, a pragmatic approach is developed using a range of techniques from different traditions: data collection and analysis through interview (from Grounded Theory); synthesis through repertory grid (originally from Personal Construct Theory, but used in other contexts); and simplification of the resulting dimensions through qualitative clustering techniques. Interviews with 5 UK-based practitioners produced a five-dimensional typology reflecting attitudinal and conceptual differences. Potential applications of the typology are discussed. International Journal of Evidence Based Coaching and Mentoring., executive, case studies, theory. Empirical.

Organized youth programs can serve as a context in which youth are connected to resource-bearing adults in the community who promote the development of social capital. This article explores the process of how this happens and what types of resources are gained by youth. Qualitative interviews were conducted with adolescents in three youth programs over a three- to four-month period. Two key findings emerged. First, relationships with community adults were found to develop in stages, with youth moving from a stage of suspicion and distrust, to a stage of facilitated contact, to a stage of meaningful connection. Second, these relationships provided youth with access to adult resources, such as information, assistance, exposure to adult worlds, support, and encouragement. The three programs facilitated this process of social capital development by linking youth to suitable adults, structuring youth-adult activities around common goals, and coaching youth on these interactions. (PsycINFO Database Record (c) 2005 APA, all rights reserved). PsycInfo., life, case studies. Empirical.

Executive coaching has become increasingly popular despite limited empirical evidence about its impact and wide disagreement about necessary or desired professional qualifications. This article examines the practice of executive coaching, investigating the useful underlying theories by reviewing previous research. It also provides a conceptual framework of executive coaching, integrating the literature on executive coaching and related areas such as mentoring, career success, 360-degree feedback, and training and development. The significance of this article lies in its integration of the extant literature on executive coaching and the development of a conceptual framework of executive coaching and related propositions derived from the literature. The article discusses the implications for future research and for human resource development. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo., Executive, theory. Article.

Coaching - as a highly individual and tailor made method of personal development - was established at Volkswagen in 1996 with the top managers and managers as the main target groups. Since then more than 2500 coaching processes were carried through either by external or internal coaches. Most of these processes were one on one-coaching, but about a fourth was team-coaching. In this article the Volkswagen Coaching model is described with examples of both team- and one on one-coaching. These examples focus on two special topics which are quite common in coaching: firstly on conflicts in cooperation and secondly on the adaptation to company's culture (in this case the failure of it). It is to be shown how (internal) psychological coaches could support the clients to get orientation, a fresh look at their problems and to decide how to cope with. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo., executive, theory. Article.

Although one-on-one coaching can be very effective, this article advocates the benefits of leadership coaching in a group setting, because durable changes in leadership behavior are more likely to occur. Discussion is offered to show that leadership group coaching establishes a foundation of trust, makes for constructive conflict resolution, leads to greater commitment, and contributes to accountability, all factors that translate into better results for the organization. The article suggests that a change methodology centered on leadership group coaching creates high-performance teams, is an antidote to organizational silo formation, helps put into place boundaryless organizations, and makes for true knowledge management. A strong plea is made for aspiring leadership coaches to undergo clinical training to prepare them for the kind of deep-seated psychological problems that can derail the leadership coaching process. Commentary about the clinical approach to organizational intervention is included. The article also explores the similarities between leadership coaching and psychotherapy. Finally, the article includes a discussion of a number of general concerns about leadership coaching. BusinessSourcePremier., executive, theory. Article.

This article discusses some aspects of transactional analysis theory that are also part of executive coaching principles and how they may reinforce each other to enhance the effectiveness of transactional analysis in organizational settings and the executive coaching process. A new model, transactional executive coaching, is suggested. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. Article.

This article, grounded in leading edge findings in the behavioral sciences, provides practical, straightforward recommendations on the success of coaching employees about ways to increase their performance. New developments of innovative appraisal instruments, ways to train coaches, and the use of multiple sources for appraisals are described. The paradigm shift from thinking of appraisals as a discrete event to a continuous process of performance management is explained. Concrete ways are given to develop a performance management system that is relevant, accurate, fair, and effective in inculcating the desire among employees for continuous improvement. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. , executive, theory. Article.

The author describes a model interview in which the participants perform the steps of a successful encounter aloud. A soliloquy about some internal awareness in one member of the couple develops a warm-up to intentional communication. His or her interpersonal repertoire is reviewed and selected in service of this intention. He or she delivers an experimental communication face-to-face. The other member of the couple then goes through the same sequence. The therapist acts throughout as a coaching double. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. , life, theory. Article.

The use of external business coaches to improve the performance and competence of employees is increasing dramatically. However, there is still little empirical research attesting to its effectiveness in achieving business goals, and there is no universally accepted way of evaluating its added value to the individual or the organisation. This study takes a multi-dimensional approach to reviewing the published literature on the tangible benefits of business coaching combined with the more established processes of training evaluation and business results measurement. The study goes on to identify, via a case study, how a group of corporate purchasers select and measure the effectiveness of external business coaches. Data is also obtained from a large-scale national survey of people receiving coaching in a variety of business contexts. A grounded theory methodology is applied to the data to identify what factors the key stakeholders perceive to be important in deciding if a business coaching relationship is successful. These factors are then used to develop a generic and holistic framework and associated benefits model that is proposed as relevant to both corporate purchasers and external suppliers of business coaching. International Journal of Evidence Based Coaching and Mentoring. , executive, case study. Empirical.

Abstract: Coaching is a frequently cited, but less often effectively implemented, developmental tool for enhancing managerial performance at all levels. The purpose of this paper is to identify and explore the practices junior managers consider to be most critical for senior managers to employ when implementing coaching as a performance improvement practice. In this research, we engaged 45 focus groups consisting of 225 middle managers from over twenty different US organizations to explore the issue of managerial coaching and its implications for organizations and individual managers. [Copyright 2005 Elsevier]. BusinessSourcePremier. , executive, survey Empirical.
The purpose of the study was to investigate executive coaching practices, coach behaviors, attributes, and skills that result in the most effective coaching outcomes as perceived by three groups—the coach, the coachee, and the human resource brokers of coaching services in an organization. In the qualitative phase of the research, thirteen participants were interviewed regarding their experiences of executive coaching. These interviews included representatives from the coachee and coach populations as well as the human resources areas. The quantitative phase of the research was conducted through a survey with sixty-six participants including coaches from a wide range of internationally recognized coaching firms, coachees from a variety of industries, and human resource professionals from health care, manufacturing, and financial services. Results of the research indicate that trust is the highest rated coaching attribute of primary importance to all rater groups signaling the primacy of the relational aspects of coaching as the first gate to moving forward with other interventions. In addition to trust, other key themes that emerged from the data include the importance of the coach’s ability to (1) analyze, synthesize, communicate valuable insights from assessment data; (2) provide candid, direct feedback; (3) to foster independence in the coachee by providing methods, techniques, and tools, that facilitate self-awareness and behavior change beyond the initial engagement; (4) to build partnerships with human resource brokers of coaching services inside the organization; (5) and for the coaching community to establish a universally agreed to set of coaching competencies and practices. The study also revealed that executive coaching is perceived as a helpful intervention when coaches are appropriately matched with coachees and the organization adequately communicates the purpose, philosophy, and intent of the intervention. (PsycINFO Database Record (c) 2008 APA, all rights reserved) PsycInfo., Executive, survey, PhD.


As a specific type of counseling, which focuses on the individual and his/her personality within the professional context, coaching has to constantly strike a balance between looking at the 'whole person' and looking at one facet of this person, i.e., his/her professional role. This leads to ambivalent attitudes towards coaching from the client's point of view, which should be discussed and turned into beneficial factors during the coaching process. The article illustrates the construct of the 'whole person'-approach in coaching and argues for an understanding of coaching based on comprehensive methodologies and concepts. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsyInfo., life, theory. Article.

This article reports on two studies that used three different samples (N = 644) to construct and validate a multidimensional measure of managerial coaching skill. The four dimensions of coaching skill measured were Open Communication, Team Approach, Value People, and Accept Ambiguity. The two studies assessed the context adequacy, dimensionality, reliability, factor structure, and construct validity of the scale. Preliminary reliability and validity evidence of the scale was determined. Consequently, the coaching scale provides future researchers with a valuable tool to measure coaching skill in organizational studies, and it offers human resource development professionals a valid instrument to develop effective managers. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsyCInfo. ., executive, survey. Empirical.

Relatively little empirical research has been conducted on external leaders of self-managing teams. The integration of functional leadership theory with research on team routines suggests that leaders can intervene in teams in several different ways, and the effectiveness of this intervention depends on the nature of the events the team encounters. External team leaders from 3 organizations first described a series of events (N=117), and leaders and team members then completed surveys to quantitatively describe the events. Results indicated that leader preparation and supportive coaching were positively related to team perceptions of leader effectiveness, with preparation becoming more strongly related to effectiveness as event novelty increased. More active leader intervention activities (active coaching and sense making) were negatively related to satisfaction with leadership yet were positively related to effectiveness as events became more disruptive. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsyCInfo. ., executive, survey. Empirical.

High-performing project teams are crucial for effective research and development (R&D). To become high performing, teams need to make use of their different skills and reflect upon their collective actions, thereby combining knowledge that could lead to value-adding activities for the company. This article describes the use of team coaching in supporting team reflection and learning in global R&D project teams. A collaborative research approach was used during the 8 months of coaching, with several inquiry methods being employed. The results indicate that coaching interventions have a positive effect on team performance, both from an efficiency perspective as well as from a creativity and climate perspective. Practical and theoretical implications are discussed, as is future research. . BusinessSourcePremier. ., group, within-subject. Empirical.

Although stimulant medication is a cornerstone of treatment for attention deficit hyperactivity disorder (ADHD), numerous nonpharmacological treatments can be employed in combination with medication to assist in the lifelong management of the disorder. A multimodal treatment combining psychoeducation, medication, psychotherapy, compensatory behavioral/self-management skills, technological tools and devices, coaching, advocacy, and reasonable school or workplace accommodations is probably the most comprehensive and effective. This article describes a variety of psychosocial treatments that are commonly used for adolescents and adults suffering from ADHD. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsyCInfo. ., health, theory. Article.

There remains a paucity of research investigating the efficacy of executive coaching. Ambiguity surrounds its definition, its methodology and out-comes. Despite this, the executive coaching remains a viable business proposition. Practitioners bring services to the business community offering services that transcend traditional performance management consultations establishing independent "performance-driven" relationships with executives. This paper examines the process of coaching suggesting that a better understanding of process will enhance practice efficacy and accelerates empirical investigations. In addition, ethical, confidential and legal issues require attention when planning to utilize an executive coach. All this implicates the need to better understand coaching and how it typically operates. Case studies are provided in the examination of coaching consultations in Fortune 100 settings. [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. ., executive, theory Article.

Just as an organization's stance of reframing problems as opportunities can result in a more resilient organization, an individual's stance in reframing personal problems as chances to grow and develop can result in enhanced mental and emotional coping skills. Counselors and psychotherapists with an Adlerian orientation find the strengths-oriented approach familiar, as do solution-focused therapists. Nonetheless, counseling and psychotherapy are mental health

Anthony M Grant PhD anthonyg@psych.usyd.edu.au
This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology, University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering.
This version supersedes all past versions of this document
professions whose methods typically start with an examination of what is wrong in order to make a diagnosis and design treatment. However, how much Adlerians may push against this impression, there remains a stigma about seeking mental health services. The question of how coaching fits in the general landscape of the helping professions is informed by recent developments in neurology, complexity theory as applied to organizations, organizational change, information theory. In the business world, this research supports the idea of reframing "conflict" and "problems" as messages from the system that change is necessary. The organization that treats such messages as ultimately positive, encouraging their expression and establishing procedures for acting upon the lessons they teach, is the organization that survives even cataclysmic change. (PsycINFO Database Record (c) 2006 APA, all rights reserved). PsycInfo. ., executive, theory. Article.

(2005) Peel, D. "The significance of behavioural learning theory to the development of effective coaching practice." International Journal of Evidence Based Coaching and Mentoring 3(1)

This paper outlines the potential significance of behaviourism and its impact on developing effective coaching practice. Its purpose is threefold: firstly, it addresses the issues resonating from the critique of behaviourism, which focuses on its limited understanding and application within the coaching community. This is interesting given the fact that many coaches and coaching manuals use these techniques almost without realising their rootedness within the behaviourist tradition. Secondly, the argument is made that if behaviourism is to be used in an informed and ethical way then an in depth understanding of its theoretical underpinnings and application as a learning theory is essential. To this end the historical development, critique and adaptation of behaviourism is outlined in order to develop this understanding within the wider coaching community. Finally, the argument is put forward that only through adopting an integrated approach to coaching practice development can the coaching discipline move forward upon a sound theoretical base. The areas that will establish this theoretical base are also highlighted in the future research that needs to be undertaken. International Journal of Evidence Based Coaching and Mentoring. ., executive, theory. Article.


In the literature of the coaching profession, the voice of the client is rarely heard. This case study examines the coaching process from the perspective of both the coach and the participant, providing unique insights into the art of coaching. Beginning with background descriptions of the coach and the participant, the authors move into a discussion of the first coaching engagement, which began in 2000. Two years later, after Jennifer had been promoted into a larger and more complex assignment, the authors began working together again. The authors discuss highlights of the coaching experience from each of their perspectives and compare what was similar and different across the 2 coaching engagements, executive, case study Empirical.


Comments on an article by Gary N. McLean et al (see record 2005-07974-002). We have seen an explosion of interest in the professional practice of coaching and a concomitant increase in books and resources aimed at executive coaches. Yet there has been a relative paucity of resources aimed specifically at helping managers to coach people better. Therefore, we were pleased to see the effort put into the McLean et al instrument. We share their belief that coaching has become a critical skill for managers. Similarly, we share their concern that some managers are reluctant to move into a role as coach, either because it is too time-consuming or too difficult. A valid instrument for measuring coaching capabilities would be a tremendous asset in helping managers improve their coaching skills, and so we read the McLean et al article with great enthusiasm. As we reflected on the article, however, our early enthusiasm waned. While we applaud the authors for many of their points and for their pioneering work on this topic, we identified some issues that must be addressed for similar work in the future. (PsycINFO Database Record (c) 2006 APA, all rights reserved). PsycInfo. ., executive, theory. Article.


The PDE study resulted in a comprehensive life coaching business plan template designed specifically for the life coaching industry. An action research methodology was utilized to offer a solution to a practical concern for life coaches starting a new business. In an effort to generate more successful life coaches and enhance the profession of coaching, the study investigated two research questions: How is a business plan creation tool designed specifically for the life coaching profession useful for starting a life coaching business? What is the efficacy and effect of a specified life coaching business plan template? Six free workshops were held for life coaches and evaluated by a series of two debriefing questionnaires to contribute new knowledge on the usefulness and benefits associated with using a specialized business plan writing template. The majority of life coaches in the sample revealed they had not written a business plan for their life coaching business. Although coaches create a blueprint life plan with their clients, they are remiss in designing a blueprint to guide their life coaching business. Nearly all the life coaches in the study reported...
some benefit associated with use of the specialized life coaching business plan template, which included, but was not limited to: a moderate increase in income and clients; meeting business goals with moderate effectiveness; greater focus and clarity of the business; a plan to follow; and enhanced optimism and confidence related to the success of the business. The most common benefit was the template was specific and unique for life coaches and the profession of life coaching. A secondary phenomenon was also observed. Although the life coaches in the study expected positive results from the use of their new business plan, a large percentage did not comply with implementation of their business plan written from the specialized template. In conclusion, recommendations from the results of the study included: The specialized business plan template could be further enhanced by a mechanism to increase implementation of the completed business plan; life coaches who refer to their specialized business plan template at least once a month or more will increase their number of clients and income; and recommendations by the subjects to improve the template may improve its value. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. , life, survey. PhD.


Personal success at work can attract hostility from others, but does the achiever's own personality influence how well they cope with that hostility? In a first exploratory study of core individual differences, 114 work-experienced Aucklanders completed measures of self-efficacy (Sherer et al's General Self-Efficacy Scale), the big five (Goldberg's International Personality Item Pool), achievement motivation (Cassidy and Lynn's Achievement Motivation Questionnaire), and Rundle-Gardiner's (2003) Tolerance Threshold measure of what proportion of discouraging bosses, peers, and subordinates they would tolerate before deciding to quit a job. Tolerance thresholds for discouragement of achievement motivation, or negative 'motivational gravity', bore little relationship to the personality of the participants, who preferred instead to stress emotion- and problem-focused coping skills. This emphasis on skills is both consistent with motivational gravity theory and suggestive of a role in managing career development for personalised coaching. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. , executive, survey. Empirical.


This case study follows the evolution of an executive coaching consultation provided to the leaders of an organizational system over a 5-year period. The clients were part of a community outreach center in an academic medical center, and the coach-consultant was part of an internal service group. During this extended engagement, the clients' organizational system experienced a dramatic period of growth and change. The diversification of leadership roles, the dynamics of moving beyond the leadership of an organizational founder, and the challenges of rapid growth are all highlighted in the coaching content. Lessons learned from this coaching experience include an understanding of (a) the advantages of using coaching as an adjunct to other forms of organizational consultation, (b) how to manage changes in contracting and intervention goals over time, (c) how to meet the challenges of coaching to a leadership pair, and (d) mechanisms for using coaching to support leadership succession. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, case studies. Empirical.


Seven top management executives were invited to share their views and perspectives regarding executive coaching. Each CEO or president was interviewed separately by the author in a manner that was informal, conversational, and guided by 11 preconstructed questions. While a number of shared themes emerged, several distinct thoughts were raised that have implications for how consulting psychologists think about, conduct, and prepare for their professional roles as executive coaches. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, case studies, , self-report. Empirical.


For years, employee assistance programs (EAPs) have been contributing to the productivity and well-being of organizations and their employees. By identifying and screening well-qualified resources for assistance, EAPs have effectively addressed a variety of employee needs in a confidential manner. Now, as a result of the growing phenomenon of employee coaching, EAPs have additional resources to draw upon for appropriate referrals. For the purpose of this article, employee or executive coaching refers to the collaborative process that helps people attain their workplace objectives. This article addresses a number of questions that will enable employee assistance (EA) counselors to increase their understanding of how coaches complement other professional expertise to deliver targeted assistance to EAP clients. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. Article.

Coaching-based development is growing in prominence as a means of enhancing the achievement of leadership outcomes in Australian business. This article seeks to demonstrate how the application of the practices associated with action learning can be applied to support the achievement of practical outcomes within group-based executive coaching, namely a more rigorous focus on business results. The work draws on an illustrative case study: a group-coaching program conducted with the executive leadership team of an industry-based service organisation. The theoretical and methodological basis of coaching and action learning are explored and contrasted with the conclusion that an integrated approach has the capacity to support coaching participants to achieve extensive developmental and practical outcomes. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. Article.


Purpose: Aims to examine within the theoretical construct of absorptive capacity several forms of host country national (HCN) learning, leading to improved productivity in the foreign operation, and ultimately yielding more effective knowledge generation and flow throughout the multinational corporation (MNC).

Design/methodology/approach: Used open-ended exploratory field interviews with 51 host country human resource and middle managers in 49 different MNC foreign subsidiaries with headquarters in six different countries. Learning needs in three major employee levels of operative, supervisory/middle management, and upper management were examined. Notes from the interviews were recorded by hand and combined and analyzed for evidence of potentially beneficial forms of HCN learning using procedures of domain and theme analysis in taxonomy development.

Findings: A total of 12 categories of potentially beneficial forms of HCN learning were identified and discussed relative to their contributions to increased absorptive capacity. These forms of learning included such areas as new employee orientation and entry job skills, MNC predominant language, MNC home country cross-cultural awareness, supervision and technical operations management skills, expatriate coaching and liaison skills, and MNC strategy and culture. Research limitations/implications: Provides helpful insights on absorptive capacity to promote further theory development, as well as practical guidance for future HCN training to enhance the effective transfer of management knowledge and practice. Originality/value: Past research in international management has had a predominant focus on expatriates, failing to identify important contributions that can be made by host country nationals to promote the effective transfer of knowledge throughout the multinational organization. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. , executive, case studies. Empirical.


Purpose: To investigate different aspects of the development policies of high potentials and their relationships with organizational characteristics in a set of Belgian companies. Design/methodology/approach: A set of research questions has been used to conceive a structured questionnaire to empirically investigate the different aspects of high-potential development policies using a survey among 86 Belgian companies. Findings: The results indicate that very often the development policies are of an ad hoc nature, but that individuals may get some say in the process. Job rotation and mentoring/coaching are quite popular activities and formal external training has the most diversified application. As expected, high-potential development takes up more time and offers a wider scope of activities than is the case for other managerial development initiatives. Especially, organization size may bring some variation in these patterns. Research limitations/implications: The target group in this research is limited to the HR managers from the profit sector in Belgium. This is a "restricted diverse organization survey" and makes use of a non-representative sample. Practical implications: The link has been made with the "new psychological contract". Implications for changing career planning are presented (from traditionalistic to a more "self-directed" tendency). Also, the larger scope of development activities in an international environment and the role of management development as a "glue technology" has been elaborated on. Originality/value: Most of the studies on high potentials are normative and prescriptive; very few articles have presented empirical findings on high potentials and placed them in an organizational context. Also, the specific role of development techniques in a planned international high-potential environment has been highlighted. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. , executive, survey. Empirical.


Purpose: The paper offers an example of an approach to translating integral concepts into language that is accessible to executive leaders in business without resorting to introducing the complexity of integral theory and models.

Design/methodology/approach: The phase of intervention is data gathering prior to feedback of data, action planning or change interventions. The model is presented along with examples of its implementation. The methodology and implementation follows principles derived from organization development and change methodologies. Findings: Time availability for "educational interventions", particularly in the initial phases of an intervention with executives is
usually very limited. Having an approach that is integrally informed supports the gathering and organization of quality data from interviews and lays the foundation for individual and team coaching interventions that may include introduction of integral models and concepts to support executive leadership. The approach clarifies for the individual and the executive team their views of the requisite priorities, skills and processes for effectiveness within the team and in relation to stakeholders. Research limitations/implications: The paper is suggestive of a more comprehensive approach to research on leadership and its development in organizations. Practical implications: Since contracting for change is a critical element in successful interventions, an integral approach fosters more effective contracting due to the thoroughness of data identified. Originality/value: Presents an application of integral theory that is unique and that has been tested in organization change interventions at the executive level. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , team, theory. Article.

Coaching CEO successor candidates is challenging and deeply nuanced in the best of circumstances. The stakes rise exponentially when the sitting CEO owns the company, resents having "anointed" an eventual successor, and has been phenomenally successful despite the bruising effects of his narcissism and toxic micromanagement. This case study describes how a data-driven, insight-oriented coaching methodology helped the CEO candidate accelerate his effectiveness, instill hope in the organization, and forge a more stable relationship with the CEO—a sufficiently functional relationship for the future CEO to decide to remain with the company. Furthermore, this work highlights the importance of clinical skills and 3 coaching meta principles (traction, trust, and truth-telling). Finally, this longer term coaching engagement illustrates the dynamic role shift from coach to trusted advisor. Through this deepened relationship, coaching gains were consolidated and an objective sounding board was retained for both the CEO and his eventual successor. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. , executive, theory. Article.

Aim: An empowering action research study was undertaken to evaluate and strengthen the implementation of shared governance. One aim was to identify factors that acted as aids or barriers to effective decision-making by clinical leaders. As a work-based learning approach, action research was expected to lead to integration of learning into practice by researcher and participants alike. Background: Shared governance replaces traditional hierarchies and requires and develops clinical leaders. Strategies are needed to maximize learning from introduction of such initiatives at the individual, group and organizational level. Methods: Participant-observations and interviews were undertaken with shared governance council members from one model in north-west England. Results: Leadership skills and knowledge and shared governance practices were significantly enhanced. Preparation for council roles was considered inadequate. Increased structured time for reflection and action planning was indicated. Conclusions: Implementation of shared governance has succeeded in developing leadership capacity. Evaluation findings have led to improvements in the overall shared governance model. Action research has been found to have great utility at optimizing work-based learning. Nurse Managers need to develop their coaching and facilitation skills and recognize there is no 'quick fix' for developing clinical leaders. Implications include the need to support learners in identifying and implementing changes arising from work-based learning activities, the significant resource implications and the need to optimize the organizational climate if work-based learning approaches to leadership and management development are to succeed. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. , executive, survey. Empirical.

This case study chronicles the coaching and development partnership among a consulting psychologist, a high-potential African American executive who was faltering in his role as the head of a regional division of a Fortune 500 company, and the principal stakeholders in that executive's work environment. The presentation format incorporates elements of the format for case studies suggested by R. L. Lowman (2001), including a description of the presenting situation, diagnostic hypotheses, and the initial interventions used to assist the key stakeholders and the executive in their stated objectives. Results to date are reported, planned next steps are outlined, and implications for intervening with faltering executives and their organizations are discussed. Specific recommendations are offered for situations where diversity issues are a salient feature of the coaching context. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo. , executive, case study. Empirical.

Looks at the issues in the workplace that affect mid-life, baby boomer women. Workplace performance issues; Term used to describe the mid-lifer's role demands; Status of middle age women in a youth-oriented workplace. BusinessSourcePremier. , workplace, theory. Article.
Coaching in the workplace is a passion of mine, and I am honoured to have this opportunity to share it with you. Coaching is one of the fastest-growing professions in the Western world. In this column I would like to clarify what coaching is, and what its origins were. In so doing, I will compare coaching to terms one may be more familiar with: mentoring, training, and therapy. Coaching's roots can be found in many different, evolving fields. Abraham Maslow, through his research, viewed man as a naturally health-seeking being who, if obstacles to personal growth are removed, will naturally pursue self-actualization, playfulness, curiosity, and creativity. This is the foundational belief of coaching today. Coaching incorporates an appreciative approach. This approach is grounded in what's right, what's working, what's wanted, and what's needed to get there. Coaching has become a popular tool in the workplace. Increase in job transition and self-employment along with downsizing and restructuring all make for stressed, out-of-focus, less effective employees. Coaching is a powerful strategy for the 21st century workplace.

Ascentia were engaged by the Home Office to provide Professional Development Support for a Regional Drug Strategy manager. Coaching was identified by the progressive manager as the development tool of choice and Ascentia were selected from a range of organizations. The initial meeting was a three-way meeting with the director, manager and coach, the final session a review and consolidation of learnings. One of the key changes the manager shared was a sense of taking control of the regional drug strategy rather than waiting for deadlines and clarification from others. The stress levels in the team have dramatically reduced and there has been very little sickness leave. This is despite the fact that 50% of the team have been dealing with significant and demanding personal life changing events that could have resulted in a serious and understandable depletion of effort and achievement. The philosophy, approach and effectiveness of this approach contributed to Ascentia being awarded the contract for a Leadership Development Program for 30 managers within the organization.

Leicester City Council engaged Ascentia to run a Group Coaching program with a selection of managers. The Council was seeking to provide powerful and bespoke management development processes to deliver performance improvements across the top three tiers. Group Coaching of a selection of Team Leaders took place over a 4-month period using a mix of initial presentation, one-to-one sessions and full day group coaching events. Half the participants felt their productivity increased by a weekly average of 4 hours; the other half significantly improved their work life balance by reducing the weekly "overtime" by between 4 and 15 hrs! The productivity of their teams also improved. The combination of real practical goals and a process to move towards those goals significantly contributed to the success. A mix of questioning, brainstorming, role playing, sharing frameworks and using the knowledge of the coach and the managers was used. The key finding is that all the managers said they were using new behaviors significantly in the workplace (30% to 50% of the time). All managers were unequivocal in recommending the Group Coaching approach to other managers and emphasized that the numbers need to be kept small to build the trust and openness.

This paper explores the potential of evidence-based executive coaching as an intervention for facilitating expatriate managers because, like the expatriate experience itself, it is a connected process that impacts interactively across the individual's affective, behavioural and cognitive domains. Coaches can work with individuals to deal with their specific contexts, taking into account the complexity of the circumstances. It can also assist managers to take full advantage of training and mentoring programs. Evidence-based coaching informed by cross-cultural research and experience has the potential to improve work performance and the personal satisfaction of the expatriate manager. Its effectiveness would seem to be currently dependent, however, on the availability and deployment of suitably qualified and experienced coaches.

(2005a) Ascentia "Home Office - Case Study Team Manager Coaching." International Journal of Evidence Based Coaching and Mentoring 3(1)
(2005b) Ascentia "Leicester Case Study Feedback Group Coaching - Can it make a difference?" International Journal of Evidence Based Coaching and Mentoring 3(1)

2006 (n = 73; A = 36; E = 28; PhD = 9; S = 16; C = 15; WS = 2; BS = 3) (RC = 1)


This paper explores the potential of evidence-based executive coaching as an intervention for facilitating expatriate managers. One-to-one professional coaching is proposed as a powerful supplement to two interventions that have traditionally been used to assist expatriate managers-training and mentoring. Coaching is likely to be effective with expatriate managers because, like the expatriate experience itself, it is a connected process that impacts interactively across the individual's affective, behavioural and cognitive domains. Coaches can work with individuals to deal with their specific contexts, taking into account the complexity of the circumstances. It can also assist managers to take full advantage of training and mentoring programs. Evidence-based coaching informed by cross-cultural research and experience has the potential to improve work performance and the personal satisfaction of the expatriate manager. Its effectiveness would seem to be currently dependent, however, on the availability and deployment of suitably qualified and experienced coaches.

The study examined mentoring among eight pairs of university academics in Nigeria. A descriptive survey was used to assess the mentoring process among sixteen lecturers (ten males and six females). Data from a questionnaire was analysed using descriptive statistics. The results indicate that mentoring among university academics operates mostly in an informal and unstructured manner. Data also show that most mentoring relationships were channeled towards research and publication, while a negligible part is focused on classroom teaching. Most relationships were initiated and sustained by proximity, and academic related activities. Multiple and same-gender mentoring were found to be more common and more successful than single and cross-gender mentoring. The implications of these findings for reiterating the use of mentoring as the core for partnership relationship in initial and continuing teacher education and training are discussed. International Journal of Evidence Based Coaching and Mentoring. , executive, survey.

Empirical.


Current social and economic changes have created a challenging context for career counsellors. Within this context counsellors are being asked to view their role from different perspectives. There is recognition of the importance of lifelong guidance and also the need to view guidance from a broader social context with greater emphasis on social responsibility and ethics. New forms of delivery are also emerging. These include an emphasis on client centred and holistic counselling, an affirmation of narrative methods, and a more dynamic counselling approach. Lastly, there is the development of a number of new methods of service delivery. Some examples include one stop counselling centres, virtual counselling services, mentoring, career coaching, and the inclusion of social enterprises as part of the counselling process. The implementation of these changes has implications for training, specialization and for accreditation. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsycInfo. , workplace, theory. Article.


Purpose: The purpose of this article is to provide readers with an understanding of how the assessment protocol for executive coaching can be adapted to more effectively meet the different needs of clients who are seeking developmental, transitional, or remedial coaching. Design/methodology/approach: This article is based on the author's 20 years of experience as both an internal executive coach and external consultant. Organizational examples are provided to illustrate key concepts. Findings: The assessment interview can be customized to meet the unique requirements of transitional, developmental, and remedial coaching. Practical implications: The article provides readers with clear guidelines for adapting the assessment process to meet three different coaching requirements. By following these guidelines, coaches will be able to obtain more detailed and relevant background information on the client's history, organizational setting, goals, and development issues, and in so doing establish a more effective pathway for the coaching intervention. Originality/value: To the author's knowledge, this article represents the first attempt to consider how assessment interviews might be adapted to the unique requirements of developmental, transitional, and remedial coaching. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. . Executive, theory. Article.
This study examined self-perceptions of the effectiveness of executive coaching. The individuals involved received executive coaching based on their Myers-Briggs Type Indicator (MBTI) profiles. A custom designed web-based survey was administered. The three general groups of items investigated for the ten MBTI Types represented in the sample were as follows: (a) self-perceived effectiveness of executive coaching and of MBTI Type feedback, (b) lengths of time spent in executive coaching, and (c) lengths of time for differences to be noticed. The following questions were answered. Are there differences between individuals' self-perceptions about how effective executive coaching has been; based on their MBTI Type profiles, in respect to the following general categories: (a) overall changes, (b) goal attainment, (c) behavior change, (d) professional life, (e) personal life, (f) sense of balance, and (g) amount of time it took for the results to become apparent. The research participants were 67 executive coaches who received executive coaching using their MBTI Type throughout the process. The findings indicate there are differences and many of those differences are significant. The most substantial finding was that the different MBTI Types do not generally respond to the questions at different levels, but do have different profiles across the questions. This suggests that the different MBTI Types had somewhat different reactions to executive coaching. The most noteworthy finding from the category of lengths of time for differences to be noticed was that the most robust changes are noticed very early in the executive coaching process. The average time for changes to be noticed each from executive coaching and from feedback regarding the MBTI was between 1 and 2 months. Changes resulting from MBTI Type feedback were noticed earlier than those from executive coaching. The findings suggest that executive coaches who use MBTI Type throughout the coaching process can expect their clients to experience the greatest gains early in the coaching process. Recommendations for future studies using personality constructs in conjunction with an executive coaching process; as well as with involving more participants, are advanced. (PsycINFO Database Record (c) 2008 APA, all rights reserved).

The article on coaching is based on the assumption that because of the increase of globalization, the executives of larger corporations will have more autonomy in decision making and, therefore, have greater responsibility. This is shown by the example of the Kybernet Model in which the advantages of boarder competence for an executive can be achieved. It is also shown that coaching which primarily aims at the development of the personality can also at the same time make a contribution to the development of an organization. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). PsycInfo. , executive, theory. Article.


This article examines the impact of coaching 19 recruiting first sergeants (district managers) over six months. The relationships between coaching dimensions (intensity of coaching and involvement in coaching) and measures of goal attainment, stress, life satisfaction, quality of life, and work productivity were examined. A self-reported negative relationship between goal achievement and the quality of recruitment productivity among personnel was found. Additionally, managers who more frequently applied coaching advice reported more work satisfaction and a tendency toward more life satisfaction. These findings provide some direction in exploring goal achievement and adherence in coaching.. BusinessSourcePremier. , executive, theory. Empirical.


The article focuses on a holistic approach to developing leaders and the argument that compassionate coaching leads to sustainable leadership. It is suggested that chronic power stress associated with the leadership role is reduced by the experience of developing others, a process which can produce a psychophysiological effect that promotes natural healing and growth. The significance of coaching in a leader's effectiveness is discussed, as well as the implications for management education and leadership-development programs. BusinessSourcePremier. , executive, theory. Article.


This heuristic study investigated the experience of executive coaching when the coach has practiced vipassana, a Buddhist meditation practice, (commonly known as mindfulness meditation), for at least 10 years. Psychology and organizational development were explored as two theoretical roots for executive coaching. Coaches also bring a worldview to their coaching. This study explored the Dharma (the teachings of the Buddha) as one possible worldview for executive coaching. Following a personal heuristic inquiry, 90-minute face-to-face interviews were conducted with seven executive coaches from across the United States who had had a daily vipassana meditation practice for 10 to 23 years. Three coaches were female; four were male. Six were external coaches. One coach had a full-time coaching practice; six provided organizational development consulting, or training in addition to executive coaching. The coaches came from diverse educational backgrounds including psychology, organizational development, business and education. Two had completed formal coach training. All but one had been coaching for at least five years. In the interview each coach was asked to describe his/her executive coaching practice, vipassana meditation practice and how the worldview of the Dharma was experienced in their executive coaching. The findings clustered into four themes: (1) The Practice: Mindfulness while coaching; (2) The View: Insights from the practice; (3) Living the View: Integrating the practice into work and life; and (4) Being the View. Theme one describes how coaches use mindfulness to center themselves before meeting the client, monitor their physical sensations during the conversation, and be a non-anxious presence. Theme two explains how meditation insights such as impermanence and interconnectedness create a worldview that shapes how the coach listens and intervenes. Living the View describes how the worldview is integrated into personal and work life. This cohort of coaches felt that coaching aligned with the Dharma. In theme four, coaches describe an increased ability to access their intuition and embody the Dharma worldview. The study concluded that long term vipassana meditation practice and the worldview of the Dharma supported these coaches in their work with executives. The practice of mindfulness strengthened their capacity to be present with an executive. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. , Executive, case studies, ... PhD.


The article provides a basic definition of conflict coaching and overviews the use of the "conflict" and "coaching" concepts within both the conflict resolution and executive coaching communities. The author proposes a comprehensive conflict coaching model and concludes with advantages of conflict coaching for the conflict resolution field. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. Article.
(2006) Browne, L. "Proposing a proximal principle between peer coaching and staff development as a driver for transformation." International Journal of Evidence Based Coaching and Mentoring Vol. 4, No. 1

This article reports on evaluation research undertaken in the United Kingdom on behalf of a consortium of leading edge educational providers engaged in delivering one strand of a Teaching and Learning National Transformation Programme for the Learning and Skills sector. The transformational programme is best described as having three enablers namely teaching and learning materials to support practitioners, network meetings and a professional training programme for nominated subject learning coaches. The main focus here is on the latter of the three enablers, although issues of material design and network facilitation well impact on the research outcomes and thus cannot be completely ignored. The aim of the Subject Learning Coaches' Professional Training Programme provides training in coaching alongside the opportunity for accreditation for those wanting to complete a number of set assignments.

Drawing on evidence from a number of sources, namely questionnaire data, interviews, and content analysis of the work produced by participants, the research uses an adaptation of the Logic Model (Kellogg, 2004) to evaluate impact. The research was carried out at an early stage of programme delivery so measurements of impact need to be viewed in this light. The article explains the context for change, focuses on the theoretical debate underpinning subject coaching, and identifies some initial findings in relation to programme impact worthy of sharing with the research community. Initial evidence indicates that where there is individual and organisational commitment then the impact is perceived to be considerable. This impact not only relates to changes observed in staff it relates to impact which has permeated beyond those engaged in the professional development programme to reach learners, other staff in the organisation and in some cases whole institutions. The use of Peer Coaching as a model for change is proposed as one of the key drivers to inspire and motivate lecturers in this sector. International Journal of Evidence Based Coaching and Mentoring, executive, survey. Empirical.


Motivational Interviewing (MI) based health coaching is a relatively new behavioral intervention that has gained popularity in public health because of its ability to address multiple behaviors, health risks, and illness self-management. In this study, 276 employees at a medical center self-selected to participate in either a 3-month health coaching intervention or control group. The treatment group showed significant improvement in both SF-12 physical (p = .035) and mental (p = .0001) health status compared to controls. Because of concerns of selection bias, a matched case-control analysis was also performed, eliciting similar results. These findings suggest that MI-based health coaching is effective in improving both physical and mental health status in an occupational setting. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsychInfo., health, between-subject study. Empirical.


This study sought to understand whether supervision provides real value to coaches, by observing the experiences of group supervision for internal coaches in a professional organisation. All participants appreciated the networking, learning and support gained from supervision but the work valued most by them related to case presentation. Findings suggest that more could have been achieved in this area if the group's objectives, and possibly its supervisory model, had been set out in very clear terms at its inception, and if the group met more frequently. The author concludes that most of the benefits felt by participants could have been achieved in other ways, with the notable exception of the opportunity to discuss their cases, particularly their difficult cases and it is suggested that this aspect of the process should be the focus of the coaching profession. It is also suggested that large organisations using internal coaches should develop some standard best practice guidelines on the quality and quantity of continuing professional development and supervision for those coaches. International Journal of Evidence Based Coaching and Mentoring., executive, survey. Empirical.

(2006) Carpenter, H. V. "Reconceptualizing communication competence: High performing coordinated communication competence, HPC 3. a three-dimensional view."

The evolution of scholarly thought about communication competence stalled for 20 years. The communication competence models are limited to one dimension of behavior performance in an episode. Executive coach practitioners need more robust models than are currently available, because executives need coaching: (a) in complex organizational or social situations, (b) in both micro and macro episodes, (c) across relationship longevity, and (d) across multiple cultures. My study includes a literature review, and a demonstration of two communication competence models in complex dialogues (Spitzberg & Hecht, 1984; Wiemann, 1977). A discussion includes: (a) low interrater reliability; (b) low competency scores; (c) macro versus micro perspectives; (d) complex meanings within conversations; (e) preconceived competent behavior; and (f) design implications. My study reconceptualizes communication competence as "high performing coordinated communication competence," HPC 3. Rather than personal attributes, HPC 3 is: a process of persons coordinating the management of meaning through zones of proximal development resulting in one or more person's transformational learning of social skills and/or a level of..
consciousness. HPC 3 has three dimensions: coordination, consciousness, and afterlife. "Coordination" is the process of managing meanings with others (Pearce, 2005). "Consciousness" is the expansion of our mental capacity that results from coordination (Kegan, 1994). "Afterlife" describes the continued impact of interactions on people long after they occur. Afterlife may take form in untold, unheard, unknown stories, myths, or unconscious memories that affect behavior in any dimension, across one or more people. These three dimensions interplay and affect each other as fluid, organic processes any time communication occurs. People experience transformational learning thresholds in HPC 3 when one person collaborates with another in Zones of Proximal Development (ZPDs) (Mezrow & Associates, 2000; Vygotsky, 1978). My study identifies seven skills that facilitate HPC 3. These skills include: (a) reflexivity; (b) gamemastery; (c) inspiring others to see their potential; (d) coining out stories; (e) self-narrative; (f) intuitive sense of timing; and (g) manipulating afterlife stories for future events. These skills are applied in three practical demonstrations: (a) looking "through" dialogue to explain what happens in complex social interactions; (b) in an executive coaching engagement; and (c) in a public speech. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo., Executive, theory PhD.


This issue of International Coaching Psychology Review discusses the rapidly expanding field of coaching psychology. Some of the topics discussed in this issue are: the efficacy of cognitive behavioural techniques for performance enhancement within a non-clinical setting, such as those found in organisational environments; the self-presentation of commercial Australian life coaching schools; human resources (HR) professionals' perceptions of executive coaching and their views on efficacy, benefits and return on investment; principles and methods originally developed in the family therapy arena; evaluation of the Coaching Competence Self-Review (CCSR) online tool within an NHS leadership development program; the coaching journey in executive career derailment; and the practice and opinions of the membership of the British Psychological Society Special Group in Coaching Psychology (SGCP). (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo., Executive, theory Article.


This study explores the theoretical bases of an empathically-grounded coaching method designed to help abrasive executives construct less destructive interpersonal management strategies. An abrasive executive is defined as any individual charged with managerial authority whose interpersonal behavior causes emotional distress in coworkers sufficient to disrupt organizational functioning. Cases of three abrasive executives coached in the use of empathy were analyzed in relation to socio-logical and psychoaalytic conceptualizations of threat, anxiety, and defense, as well as the construct of emotional management, drawn from emotional intelligence theory. This analysis and the explication of the coaching method was then integrated with findings from empathy research to construct a theory of coaching abrasive executives. Abrasive behavior is understood to be the executive's maladaptive defense against the threat of unconscious self-perceptions of inadequacy. Incessantly striving to demonstrate superior adequacy through super-competence, perceived coworker incompetence is inaccurately interpreted and attacked as resistance to the SuperManager's quest for perfection. Executives were coached to use empathy (perception and accurate interpretation of behavior) to gain insight into the psychodynamics of their workplace interactions and the counterproductive consequences of an aggressive management style. This concept was conveyed through the interpretive lens of threat, anxiety, and defense encountered by the executive struggling for survival in an intensely competitive business environment. Insights gained by the executives were used to develop interpersonal management strategies reflecting increased emotional intelligence and decreased aggression. These findings stand in contrast to bullying and mobbing theories which hold that abrasive executive behavior is both intractable and malevolently motivated. Further research is needed to develop and demonstrate the effectiveness of interventions designed to reduce workplace suffering caused by abrasive executives. (PsycINFO Database Record (c) 2006 APA, all rights reserved). PsycInfo., executive, case study Empirical.


Objectives: Human resources (HR) professionals represent a large and relatively untapped source of experiential knowledge about executive coaching. The purpose of the study was to record the perceptions of these HR professionals. Design: The study was a survey design. Methods: The practitioners completed structured interviews to elicit their perceptions of the overall efficacy of executive coaching, the specific benefits derived and drawbacks experienced from the programmes, their estimates of the cost/benefit of the programmes, and their interest in using executive coaching in the future. Results: As a group, the 17 participants were responsible for more than 1000 individual executive coaching programmes and $15.4 million of expenditure on executive coaching in the preceding two years. The practitioners indicated strong support for the use of coaching in the future, and all rated their programmes as at least moderately successful. The practitioners also identified a large range of benefits for the individual executives and a smaller range for the organisations. The two most commonly expressed drawbacks were difficulty with executives making time for sessions and the expense of executive coaching. Although the practitioners...
indicated that benefits exceeded costs, only one practitioner indicated computing formal measurement of return on investment. Conclusions: Discussion included consideration of the pressure for more structured and measurable intervention approaches, and the influence such approaches may have on the efficacy of the programmes themselves. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsyInfo. ., Executive, survey, self-report. Empirical.


Personal and professional coaches provide a partnership with their clients to help them achieve desired outcomes and more rapidly navigate personal or professional developmental processes. The authors define coaching, discuss the similarities and differences between coaching and more traditional mental health services, and indicate that providing coaching is a viable way for Adlerian therapists and counselors to reach a wider range of clients, further develop their practices, and gain a greater control over their times and lives. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsyInfo. ., Executive, survey. Article.


Coaching has become an important managerial instrument of support. However, there is lack of research on its effectiveness. The authors conducted a quasi-experimental study to figure out whether coaching really leads to presupposed individual goals. Sixty managers of the federal government were divided in two groups: one group followed a coaching program, the other did not. Before the coaching program started (Time 1), self-efficacy beliefs and outcome expectancies were measured, linked to three central domains of functioning: setting one's own goals, acting in a balanced way and mindful living and working. Four months later (Time 2), the same variables were measured again. Results showed that the coached group scored significantly higher than the control group on two variables: outcome expectancies to act in a balanced way and self-efficacy beliefs to set one's own goals. Future examination might reveal whether coaching will also be effective among managers who work at different management levels, whether the effects found will be long-lasting, and whether subordinates experience differences in the way their manager functions before and after the coaching. BusinessSourcePremier. ., Executive, between-subject design (quasi-experimental) Empirical.


Within the context of an expanding market for coaching in all its forms organisations are asking the questions 'Does coaching work?' They seek evidence of a return on investment. We argue within this paper that this is the wrong question. Before we can ask whether coaching works we must ask how is it being used, is a coherent framework of practice and finally is it perceived or quantified as being effective within that framework? We review the practitioner and academic literature as well as our own research to address each of these questions in turn. We posit a framework of practice based upon the coaching agenda identify by coachee and coach within the contracting phase of the engagement. This encompasses the coaching mode and role as well as the supervisory relationships which exist. The research literature is then considered in the context of the framework. PsyInfo. ., Executive, theory. Article.


Purpose: The aim of this paper is to assess highly toxic leaders and dysfunctional organizations as presented via management consulting and executive coaching assignments. Design/methodology/approach: The paper employs an action research approach via two participant observer case studies incorporating the DSM IV-TR: Diagnostic and Statistical Manual of Mental Disorders. Findings: The paper finds that the nexus of dysfunctional organizational systems may be located in "pre-existing" leadership pathologies. Research limitations/implications: First, additional research will be needed to confirm and extend the findings of individual pathologies in leaders to dysfunctional organizational systems; second, a closer look is necessary at the applicability of the DSM IV-TR to pathologies at the organizational level; third, due to the action research, case study approach utilized, there is somewhat limited generalizability; fourth, there are limitations re: the applicability of DSM IV-TR as an assessment tool for management researchers due to the necessity of training in clinical psychology. Practical implications: The importance of distinguishing personality disorders in leaders from toxic behaviors falling within a range of "normal pathology," and the ability to assess individual leadership pathology within organizational systems via the clinically trained usage of the DSM IV-TR; providing clinical assessment tools for reducing the number of misdiagnoses of leadership pathology in the workplace; encouraging collaboration between management and psychology researchers and practitioners. Originality/value: This paper fills a gap in the toxic organizations research by identifying personality disorders in leaders and providing an action research agenda for incorporating the DSM IV-TR as a means of extending the repertoire of assessment tools. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsyInfo. ., Executive, case studies Empirical.
Objectives: The study had four major objectives: (1) to identify the types of qualifications, certifications and accreditations offered by Australian life coaching schools; (2) to provide an overview of the advertised content and cost of life coach training courses; (3) to identify how life coaching schools differentiate between life coaching and mental health treatment; and (4) to explore the marketing statements made about courses, schools, owners and trainers. Design: This study employed a qualitative research design in which information on Australian life coaching school’s were drawn from their websites. Emergent themes were coded and analyses conducted on the basis of those themes. Methods: Following an internet search, the emergence of broad categories and themes related to the aims of the study were documented, leading to the identification of a group of core categories and a final process of comparison between schools. Results: Of the 14 Australian life coaching schools identified, six claimed to be International Coach Federation accredited and five offered courses under the Australian Qualifications Framework. Cost for courses varied between A$1070 and A$9990. Nine of the 14 schools made no explicit distinction between life coaching and treatment for mental health issues, and one school stated that life coaching could be used to deal with anxiety-related problems. Self-promotional statements about teachers and owners varied greatly from claims of university affiliations to prior experience as a cordon bleu chef. The claims made as to the earning potential of life coaches were not unrealistic. Conclusions: In general, the self-promotional statements of the Australian life coach training industry were flamboyant but only a few were considered outrageous. Recommendations made include that schools become Registered Training Organisations, that students check the claimed accreditations, academic affiliations of schools, and validity of qualifications and credentialing, and that schools make explicit the distinctions and boundaries between mental health treatment and life coaching. (PsycINFO Database Record (c) 2008 APA, all rights reserved).


Research is in its infancy in the newly emerging field of coaching psychology. This study examined the effects of a 10-week cognitive-behavioral, solution-focused life coaching group programme. Participants were randomly allocated to a life coaching group programme (n = 28) or a waitlist control group (n = 28). Participation in the life coaching group programme was associated with significant increases in goal striving, well-being and hope, with gains maintained up to 30 weeks later on some variables. Hope theory may explain such positive outcomes. Life coaching programmes that utilize evidence-based techniques may provide a framework for further research on psychological processes that occur in non-clinical populations who wish to make purposeful change and enhance their positive psychological functioning. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract).}


Since the beginning of this column in 2002, coaching has evolved into areas that impact every facet of our lives. Previous columns have informed the reader that coaching, unlike psychotherapy, does not involve a thorough exploration of family history or traumatic events. Coaching's role is to help the client set goals, develop an action plan to achieve goals, and follow up and be supportive when the client requires support. One might argue that cognitive or rational-emotive therapy provides similar intervention. However, life coaching has the added advantages of requiring less training, offering a varied fee schedule based on both the duration and frequency of sessions, eliminating the stigmatization of anything mental, and currently being a hot topic. Although there continues to be misunderstandings and confusion with regards to the roles of coaches, psychotherapists, consultants, and career counselors, the future of coaching appears to be one of continuing growth. (PsycINFO Database Record (c) 2008 APA, all rights reserved).
The basic principles of an emotion-focused approach to therapy (EFT) are presented. In this view, emotion is seen as foundational in the construction of the self and is a key determinant of self-organization. As well as simply having emotion, people also live in a constant process of making sense of their emotions. Personal meaning emerges by the self-organization and explanation of one's own emotional experience, and optimal adaptation involves an integration of reason and emotion. In EFT, distinctions between different types of emotion (i.e., primary versus secondary, adaptive versus maladaptive) provide therapists with a map for differential intervention. Therapists are viewed as emotion coaches who help people become aware of, accept, and make sense of their emotional experience. Four major empirically supported principles of emotion awareness, emotion regulation, emotion transformation and reflection on emotion guide emotion coaching and serve as the goals of treatment. A case example illustrates how the principles of EFT helped a young woman to overcome her core maladaptive fears and mobilize her ability to protect herself. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsycInfo. executive, theory. Article.

Happiness holds a privileged place in the American imaginary. This dissertation addresses the subject of happiness—defined as personal fulfillment—in the discourse, practice, and ethics of contemporary American life. Based on ethnographic fieldwork in a number of self-improvement sites, I address the cultural narratives that compel people to discover themselves, fulfill their human potential, and establish a healthy sense of esteem. The aspirational construction of happiness raises a set of historical questions about what constitutes the normal and the pathological. I approach this problem through the divergent therapeutics of William James and Sigmund Freud, before happiness became the normative category within psychology. I proceed to demonstrate how the self-fulfillment model of happiness has eclipsed the political origins of "the pursuit of happiness." Today, Jefferson's celebrated phrase is continually invoked as a guarantee of personal freedom. Against the paradigmatic ascendancy of self-actualization, I conduct in-depth anthropological analyses of three case-studies where personal happiness is a primary cultural obligation. I explore the therapeutic rhetoric of self-esteem to illustrate my claim that self-improvement is a principal demand of neoliberal societies. The new field of life coaching, which combines entrepreneurial and cognitive techniques of positive thinking, allows me to address the contradictory claims of instrumental success alongside the ethos of an authentic self. Lastly, I explore a motivational workshop as form of "deep play" that exemplifies the self-fulfillment beliefs and practices of American society. In proposing that happiness is the only acceptable "choice," the dissertation primarily attends to the positive narratives of this ethos. At the same time, I remain attentive to the cultural doppelganger of anxiety that mirrors normativity. In the concluding remarks, I suggest that parody is capable of articulating this other, more skeptical America. (PsycINFO Database Record (c) 2007 APA, all rights reserved). PsyfInfo. life, case studies. PhD.

The concept of managers and managerial leaders assuming the developmental role of coaching has gained considerable attention in recent years as organizations seek to leverage learning by creating infrastructures that foster employee learning and development. However, despite the increasing focus on managerial coaching and the many contentions that coaching is an essential feature of really effective management, the literature remains predominantly practice-based and atheoretical. The present study attempts to address this lack of a sound and sufficient empirical base by presenting the results of a cross-cultural comparison of the empirical findings from several previous 'managerial coaching effectiveness' and 'managerial and leadership effectiveness' studies completed by the authors in their three respective countries. Its specific aim is to demonstrate empirically the extent to which being an effective...
coach is an essential feature of being an effective manager and/or managerial leader.. BusinessSourcePremier., executive, meta analysis Empirical.


Leaders working with colleagues from other cultures or heading multicultural teams may find themselves stymied by their own apparent ineffectiveness and bewildered by the reactions of others. A new model of executive coaching can help individuals transform lifelong conditioning and personal assumptions into new beliefs and behaviors needed for cross-cultural collaboration and leadership. The coachee draws on three core ethnorelative values and behaviors—curiosity, cultivation, and collaboration—and uses communication skills and reflection techniques to delve beneath the surface of each situation. Through self-awareness and appreciation for others, the coachee becomes a leader who can deftly navigate cultural differences to build rewarding and productive relationships. © 2006 Wiley Periodicals, Inc. BusinessSourcePremier., executive, theory Article.


The purpose of this study was to explore the ways in which Gardner's Multiple Intelligences (MI) could be incorporated into a model for coaching and mentoring. The research was conducted through a qualitative study using Action Research. Six coach-mentors worked with six learners and devised interventions to emphasise the MI through the coaching-mentoring process in a variety of contexts. Both the impact on the progress of the learners and the impact on the practice of the coach-mentors were analysed. The study concluded by acknowledging that in emphasising a range of MI during the coaching-mentoring process learners were stimulated to progress their learning. The discipline of aiming to use all of the MI encouraged the coach-mentors to take risks in designing experiential interventions. The creation of a MI Model and a MI Toolbox for Coaching and Mentoring gave coach-mentors a structure in which to work and a language for discussing and developing their work. The Model and Toolbox exist as tangible outcomes of the study. International Journal of Evidence Based Coaching and Mentoring., executive, within-subject study. Empirical.


Purpose: Medicine is undergoing dramatic changes that will alter its basic organizational structure. The integration of evidence-based medicine, patient centered care, and the electronic medical record into medical practice will necessitate innovative approaches to management. Design/methodology/approach: A review of the literature was undertaken to assess the current state of leadership coaching for physicians and non-medical health care leaders. Different models of leadership coaching are described and examined. Findings: Leadership coaching has been an underutilized resource in health care executive training. The use of coaching methods has been of great utility for physician and non-medical managerial leadership. Health care leaders will need to develop interpersonal and emotional intelligence competencies in order to successfully run increasingly complex organizations. Originality/value: To encourage further quantitative studies of coaching in the health care field. Such studies would be significantly helpful in elucidating those approaches to coaching that yield the best results. Encouraging the greater use of leadership coaching by medical executives can be of potentially important benefit to the successful operation of their institutions. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsycInfo. ., health, theory. Article.


Although coaching can facilitate employee development and performance, the stark reality is that managers often differ substantially in their inclination to coach their subordinates. To address this issue, we draw from and build upon a body of social psychology research that finds that implicit person theories (IPTs) about the malleability of personal attributes (e.g., personality and ability) affect one's willingness to help others. Specifically, individuals holding an "entity theory" that human attributes are innate and unalterable are disinclined to invest in helping others to develop and improve, relative to individuals who hold the "incremental theory" that personal attributes can be developed. Three studies examined how managers' IPTs influence the extent of their employee coaching. First, a longitudinal field study found that managers' IPTs predicted employee evaluations of their subsequent employee coaching. This finding was replicated in a second field study. Third, an experimental study found that using self-persuasion principles to induce incremental IPTs increased entity theorist managers' willingness to coach a poor performing employee, as well as the impact and quality of their performance improvement suggestions. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, theory. Article.

Asking the right questions at the right time is an essential tool of coaching psychology so as to generate self-awareness in the coachee as well as a sense of responsibility and the will to make a change. In this article, building on principles and methods originally developed in the family therapy arena, the authors show how reflexive questions can be used in coaching psychology. The target group for this article is, therefore, coaching psychologists and executive coaches in general who want to enhance their skills in asking effective questions. By applying Tomm’s taxonomy of questions (Tomm, 1967, 1988) to Dilts’ model of change (Dilts, 1996), the authors bring together theories from systemic therapy with a change management framework based on neurolinguistic programming. The deliberate and perhaps provocative combination of two different approaches derived from the therapy field might be especially useful for coaching psychologists who are involved in change processes in organisations and who are open to applying new ideas to their practice.

Purpose: The purpose of this paper is to explore the process by which individual change occurs.
Design/methodology/approach: This conceptual paper presents the intentional change theory (ICT) perspective on the role of positive and negative emotion in individual level intentional change. Existing emotion research is reviewed to provide a framework for discussion. Findings: ICT offers a new understanding on the role of positive and negative emotion in the process of intentional change. The positive emotional attractor (PEA) triggers constructive cognitive and physiological responses that enhance an individual's motivation, effort, optimism, flexibility, creative thinking, resilience and other adaptive behaviors. The negative emotional attractor (NEA) triggers another process by calling attention to current social and environmental stressors that may compromise an individual’s effectiveness. While both emotional attractors play an important role in intentional change, it is critically important to leverage the beneficial effects of PEA arousal. Practical implications: Through thorough understanding of the PEA and NEA coaching and other ways of helping adults change can be enhanced. ICT is currently used worldwide in MBA classrooms, executive education programs and executive coaching contexts. Research on the impact of positive and negative emotion in intentional change can enhance these practice applications. Originality/value: To date, no one has conceptualized the PEA and NEA in this manner. This proposes an enhancement of the previously developed notions of the value of positive emotion and positivity. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , executive, theory. Article.

An ancient proverb says, “All that is not given is lost.” Leadership, like all other aspects of life, involves both give and take. There are different types of taking and giving, however, and some are more effective than others in supporting visionary leadership. This article defines nine types of taking and giving, and argues that leaders possessing the qualities of Genuine Giver offer the best hope for the future. A coaching process designed to help leaders increase their effectiveness in relationships is offered. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. Article.

This investigation used semistructured interviews with coaches (n = 7) and high achievers (n = 14) from business and sports to identify common characteristics of high achievers that are important to take into account when coaching them, coaching needs of high achievers, and key implications for the practice of coaching high achievers. Content analysis grouped the data into themes. Findings suggest that a "one-size-fits-all" approach to coaching may be inappropriate and a number of factors need to be taken into account when coaching high achievers. Of fundamental importance is the need to establish a coaching relationship built on trust and mutual respect. The impact of the coaching is determined by a number of factors, including the coach being challenging, flexible, and adding value quickly. BusinessSourcePremier. , executive, case studies Empirical.

Purpose: This paper proposes to investigate the influence of executive coaching on managerial flexibility in order to build a stronger theoretical and empirical basis for executive coaching research. Design/methodology/approach: A repeated measures design was adopted. About 11 leaders participated in a leadership development program and received executive coaching over a three-month period. Leaders were surveyed prior to coaching, during coaching, and post coaching. Findings: Repeated measures analysis revealed that self-reported managerial flexibility increased throughout the duration of executive coaching. Research limitations/implications: This exploratory study provides initial support for the argument that executive coaching positively impacts on managerial flexibility. Several areas for future research are discussed including examining the influence of executive coaching on the dimensions of managerial flexibility. Originality/value: This study provides a detailed overview of how to develop an executive coaching program and empirically tested the effects of executive coaching on executives' flexibility. A number of areas for future research were identified. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, within-subject, self-report. Empirical.
Coaching psychology provides a new professional arena for thinking about psychological practice. Many will recognise the ethos of coaching psychology as different from the medical model and many coaching psychologists would not recognise a description of the profession as grounded in the medical model. It will be argued, however, that because coaching psychology has emerged in relation to other professional branches of psychology which do adopt the medical model, it has as a consequence implicitly adopted the values of the medical model. The implication of the medical model is the view that we ourselves are the expert on our client’s life. This stands in contrast to the person-centred model view which is that our client is their own best expert. It will be argued that coaching psychology should reject the medical model and instead adopt the person-centred meta-theoretical perspective. 


This research examined the relationship between emotional intelligence and meaning making, marital friendship, and transformational leadership among 30 senior pastors who participated in a feedback-intensive leadership development experience called LEAD (Leadership Evaluation And Development). In addition, the study examined the relationship of emotional intelligence and the level of impact of LEAD. The study was built on previous research in the areas of transformational leadership, transformational teaming, emotional intelligence, pastoral studies, and coaching. This research used the following instruments: Mayer-Salovey-Caruso Emotional Intelligence Test (Mayer & Caruso, 2001), Kegan and Lahey's (1984) Subject-Object Interview, Gottman's (2002) Marital Friendship Questionnaire, and the Multifactor Leadership Questionnaire 5X (Bass & Avolio, 1995). This study demonstrated that emotional intelligence is linked to developing more advanced meaning structures. The study also found a link between emotional intelligence and two subscales of marital friendship: (a) fondness and admiration and (b) turning towards, turning away. Emotional intelligence and fondness and admiration were inversely related, the opposite of one hypothesis. The study also found a link between emotional intelligence and one subscale of transformational leadership: individualized consideration. When coaching was factored into the examination, however, existing relationships were strengthened. In addition, two additional subscales of transformational leadership (idealized influence-attributed and idealized influence-behavioral) were linked to emotional intelligence. Emotional intelligence was also inversely linked to the level of impact of LEAD, the opposite again of what was hypothesized. (PsycINFO Database Record (c) 2006 APA, all rights reserved).


Laske, O. "From Coach Training to Coach Education: Teaching Coaching within a Comprehensively Evidence Based Framework." International Journal of Evidence Based Coaching and Mentoring Vol. 4, No. 1

Peer coaching (PC) is one experiential learning method that can be used to enhance the depth of learning in managerial education. The paper explores the concept of peer coaching, and reports on the experiences of 43 students who participated in a PC program as part of their postgraduate management education. Powerful learning effects are reported by participants, and characteristics for successful PC relationships are examined. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). 


This paper outlines the conceptual framework for coach education used at the Interdevelopmental Institute (IDM) that focuses on changes in adult cognition and social-emotional capability. The framework derives from research by Piaget, his followers in the Kohlberg School at Harvard University, and the Frankfurt School (Critical Theory). In the framework coaching is seen as a way of changing other minds by way of consulting to clients' mental process (process consultation). Material for coaching is found in the documented tendency of adult learners, coaches and clients alike, to embrace ever more sophisticated thought forms that aid them in dealing with the complexity of real life issues. The author argues that research-based coach education should supersede coach training by strengthening capabilities grounded in the cognitive and social-emotional development of adult learners. Opening and changing minds is seen as a precondition of bringing about lasting behavioural change in others, and thereby improving performance, not only in
coaching but in coach education as well. The timeliness of the developmental approach to educating coaches lies in the fact that coach training is presently in a transition to adopting more research-based foundations. However, in the successful coach training organisations now vying for survival, these foundations are being introduced ad hoc and eclectically since they were not initially considered. By contrast, new programmes are needed that, from the outset, are grounded in research findings like the one presented here. International Journal of Evidence Based Coaching and Mentoring. , , education, theory. Article.


Objectives: The objectives of this case study were to: (1) develop a Universal Integrated Framework (UIF) of coaching; and (2) evaluate its effectiveness in terms of its impact upon the participants and the organisations. Design: 49 participants assessed themselves on coaching indicators using the online CCSR tool as part of a leadership development programme within the National Health Services (NHS) in UK. The tool consisted of four dimensions (Personal, Social, Cultural, and Professional) and 18 elements with 110 questions. Methods: The tool was evaluated using linear regression and analyses of variance, supplemented with qualitative review as part of triangulation process. Results: Statistical analyses indicated that the Coaching/mentoring competence was predicted by Personal competence. The competence increased with age/life experience. There were no differences in competence scores between male and female participants. Personal and Social and Social and Cross-Cultural competences were correlated. Black participants seemed to benefit from the cross-cultural dimension framework as they scored significantly higher than White participants. Asian participants scored somewhere in between the two categories. Conclusions: The results supported the underpinning coaching philosophy that was advocated that in order for the framework to be universal (non-biased), it was important to include a cross-cultural dimension within the core coaching and mentoring competence. It was recommended that future research should aim to explore the validity of the individual elements of the CCSR using a larger sample size. PsychInfo. , , executive, case studies. Empirical.


Objectives: Cognitive behavioural techniques have been the mainstay of psychological treatment for many psychologists in clinical practice. However, there is little known in relation to the efficacy of cognitive behavioural techniques for performance enhancement within a non-clinical setting, such as those found in organisational environments. The present study examined the effects of a cognitive behavioural based executive coaching intervention for a finance sales executive. Design: A within subject, ABAB single case design was utilised in this study. Methods: The participant was a 30 year-old Australian male, employed as a full-time finance sales executive. Each phase of the single case design had a duration of three weeks. Follow-up measures were taken at six months (week 36) and at 18 months (week 88) after the conclusion of the intervention. Results: It was shown that a cognitive behavioural executive coaching programme enhanced a 30 year-old Australian male finance executive's sales performance, core self-evaluation, and global self-ratings of performance following his participation in an executive coaching intervention. Conclusions: The present study suggests that executive coaches should consider incorporating cognitive behavioural techniques into their coaching programmes. Further research into executive coaching models, approaches and outcomes, is needed, particularly by academics within the field of organisational psychology. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsychInfo. , , Executive, within-subject, performance, self-report. Empirical.


As unlikely as it might seem, strengths have been a much neglected topic in psychology until relatively recently. In this article, we provide an historical context for the study of psychological strengths before going on to consider three approaches to understanding strengths. We locate a psychological understanding of strengths in the context of an assumption about human nature that is characterised by a constructive developmental tendency within people, showing how this assumption is consistent with theory and research about psychological strengths, and how it is consistent with the theoretical approach of coaching psychology. We then begin to examine what strengths coaching might look like in practice, together with considering some caveats and future research directions for the strengths coaching approach. PsychInfo. , , executive, theory. Article.


Life coaching lacks a clear ontology of its range and depth. What is clear though is that people seek life coaching to make changes in their lives. One kind of change is frequently demonstrated in Gestalt psychology: when looking at a picture, perception dictates what you see as 'figure' and what as 'ground' and it is not possible to see both simultaneously. Then a 'switch' happens and the perception of figure and ground reverses, resulting in an 'Aha' moment. In this research I was interested to explore whether the psychological 'Aha' moment is fundamental to the transformational change sought by the 'Co-Active' model of life coaching (Whitworth et al, 1998). A

Anthony M Grant PhD anthonyg@psych.usyd.edu.au
This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology, University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering.
This version supersedes all past versions of this document
phenomenological methodology was used that reduced first-person accounts to common themes through a grounded
time analysis. Co-Active coaches gathered data from client participants: diaries captured the lived experience of the
Aha moment, and questionnaires and interviews conveyed the lingering effects of the moment on beliefs and
behaviour. Each phase—diaries, questionnaires and interviews, informed the next. Findings reveal that the 'Aha'
moment is experienced somatically and emotionally as well as cognitively, with the striking of many chords across a
spectrum of consciousness from body, to mind, to soul, to spirit (Wilber 1989). The more chords it strikes, the greater
the resonance and degree of cognitive and behavioural change. (PsycINFO Database Record (c) 2008 APA, all rights

Purpose — This paper aims to summarise the author's recent research into what is involved in creating a coaching
culture. Design/methodology/approach — Based on a series of organisation cases six dimensions are identified and
four sub-dimensions within each, and an instrument is developed that assesses the level of development of
organisations across these dimensions. More work remains to be done in validating the instrument, but it has already
been found to provide a framework for consideration of the issues in creating a coaching culture in a number of
international organisations. Findings — The study finds that addressing the organisational dimension by exploring the
agenda for creating a coaching culture is one way to direct attention and energy towards the business benefits. The
fuller findings of this study are published as in Making Coaching Work: Creating a Coaching Culture. Practical
implications — The article provides an agenda for practitioners — both business leaders and development advisors,
and also offers a framework for future research. Originality/value — This article seeks to highlight the paucity of
previous research in this area and to outline what can be done in practice to enhance the impact of coaching so that it
affects the organisation culture, not simply the behaviour of individual managers. [ABSTRACT FROM AUTHOR].
BusinessSourcePremier. ., executive, theory Article.

Research 58(4), 185-194. Lists of core competencies or critical capabilities are popular and plentiful. This article makes the case that a single
core competency or critical capability accounts for professional success: the exercise of judgment. Judgment is the
critical determinant of the quality of professional decisions, actions, and evaluations. Practical models of judgment are
presented. The elements and dynamics of judgment are detailed. Individual, group, and organization implications are
explored. Coaching and consulting interventions are explained. (PsycINFO Database Record (c) 2006 APA, all rights

This case study illustrates one successful outcome of an intensive, outpatient, treatment project for adolescents with
mood disorders. An 18-year-old female with symptoms across several DSM-IV Axis I classifications, including a
depressive disorder, and her parents participated in a year-long, multimodal intervention that included mood-focused
psychoeducation and coaching designed to impact on her, her family, school, and community systems. Self-report,
clinician-driven, and ecologically valid measures were used to assess treatment effects on psychiatric symptoms and
psychosocial functioning. Results on the Child and Adolescent Functional Assessment Scale demonstrated
considerable gains in the following areas: Home, school/work, social behavior, self-harm, thinking/communication,
and substance use. During the intervention, she went from failing several of her classes to graduating from high
school. In addition, she made the Honours List in her first semester at a local community college. A discussion of
intervention pluses and pitfalls specific to the case highlight the necessity to influence the various spheres of the
young person's life. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). PsyInfo. ., health, case study. Empirical.

study." Dissertation Abstracts International: Section B: The Sciences and Engineering 66(7-B): 3985
The purpose of this research study was to investigate the perceptions of middle managers, in a multimedia
corporation, regarding their perceptions of helpful coaching behaviors. To date, much of the literature concerning
executive coaching has focused on the coach as expert, with a structured format. Based in modernist thought, this
approach stresses the use of objective data and the expertise of the coach to assess for and plan intervention. Another
perspective, based in postmodern thought, embraces the concepts of subjective experience and multiple realities. This
research explored the perceived deficit of knowledge regarding potential coachees' beliefs of helpful coaching
behaviors. Q Methodology, chosen to provide the framework for studying subjective data, is a process that examines
relationships among people. Phase I of the study began with interviewing nine middle managers, in the multimedia
corporation, regarding their perceptions of helpful coaching behaviors. From the interviews and related literature, 47
items were constructed and were used as the Q sort items in Phase II of data collection. To complete the Q sorts, 47
middle managers, in the same multimedia corporation, volunteered to rate their perceptions of helpful coaching
behaviors. The 47 items were sorted, on a continuum of least (-4) to most (+4) helpful, with 0 considered to be

Anthony M Grant PhD anthonyg@psych.usyd.edu.au
This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology,
University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering.
This version supersedes all past versions of this document
neutral. The 47 Q sorts were correlated, factor analyzed, and their factor scores computed using the PQ Method 2.11 computer program (Schmolck & Atkinson, 2000). Five factors emerged, respectively presented, with the following themes for preferences in coaching: directive, collaborative, pragmatic, integrative, and facilitative. Individuals on two factors preferred a Modernist approach of the more traditional, direct, and company-oriented coaching. Individuals on the other three factors indicated postmodern preferences based on collaborative- or facilitative-based coaching techniques. The results of the study suggest that preferences for a variety of coaching styles exist, and further research within different corporate cultures is recommended. The data-evidenced facilitative and collaborative preferences for coaching may suggest a role for counseling in the executive coaching field. However, as postmodern thought upholds the value of multiple realities, this is but one possibility among many regarding coaching preferences. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. , Executive, survey, validated. PhD.


This article demonstrates that executive coaching efficacy can be measured empirically. It describes the application of C. P. Alderfer's & L. D. Brown's (1972) "Empathic Organic Questionnaire" to executive coaching by summarizing a case in which it was adapted and utilized, by detailing the instrument's construction and administration, and by reporting the results of paired sample t tests of 40 items rated by 20 respondents representing a diverse sample of the client's organization. The findings support the hypothesis that the coaching client would be rated as changing most the behaviors directly related to stated coaching objectives; next, behaviors indirectly related to objectives, and least, behaviors not addressed in coaching. It concludes by considering the inextricability of sound practice and sound measurement. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. Article.


To many members of the British Psychological Society (BPS) it may appear that the BPS Special Group in Coaching Psychology (SGCP) has come from nowhere to somewhere in a short space of time. It held its inaugural meeting on 15 December 2004 and by March 2005, it had become the third largest BPS subsystem with over 1600 Founder Members and by December 2005, it had almost 2000 members. Its path through the BPS bureaucracy helped to shape it into an inclusive branch of applied psychology. This paper will cover the history of the coaching psychology movement within the BPS. PsyCInfo. , executive, industry. Article.


Purpose — The purpose of this paper is to increase understanding of the business impact of executive coaching and enhance the utilization of coaching throughout the firm. Design/methodology/approach — The ROI study consisted of a three-step process: understand the business value expected by the firm's senior leadership; document what staff have learned from coaching; explore how staff applied what they learned from coaching to create intangible and monetary value for the business. Findings — After the effects of coaching were isolated: monetary benefits were discounted by the isolation (interviewees were asked how much of the value did they attribute directly to their coaching experience) and error percentages; two extreme values were eliminated from the analysis, each totaling over half a million dollars; all monetary benefits were reduced by an additional 50 percent to ensure a conservative set of monetary benefits; coaching produced intangible and monetary benefits for seven out of eight business impact areas; and ROI of $3,268,325 (689 percent) Practical implications — Attaining business benefits requires taking a more proactive stance in how coaching is managed: ongoing measurement of the value of coaching should be linked to the achievement of specific business objectives and value propositions set by Booz Allen officers; periodic reviews of progress and business outcomes will suggest ways to increase business value and meet senior leader expectations. Originality/value — Provides leaders of executive development programs with an approach to assess the monetary value of executive coaching. . BusinessSourcePremier. ., executive, survey Empirical.


This paper explores the relationship between small and medium sized enterprise (SME) organisational culture and its impact on coaching and mentoring through the use of a case study methodology. The impact of culture as a phenomenon and the significance of SMEs themselves is significant. Existing literature is used to focus the correlation between organisational cultures and performance, culture change and strategy development and deployment in order to argue that this phenomenon is omnipresent and impacts on every aspect of an organisation's existence. The research draws on data that seeks to test the existence of organisational culture within SMEs. It then examines how respondents within SME organisations identify and articulate the impact of that culture. In conclusion this study provides the opportunity for respondents to identify any correlation between organisational culture and...
coaching/mentoring that they are aware of. International Journal of Evidence Based Coaching and Mentoring. 


Developmental assessment centers (DACs) have become a popular means for providing coaching, feedback, and experiential learning opportunities for managers. Typically, these programs focus on traditional leadership competencies such as communication, problem solving, and conflict management. The purpose of this article is to encourage psychological-managers to consider the DAC method for fostering development in the area of fairness. After reviewing the DAC method, we discuss the concept of organizational justice (fairness) and its impact on employee attitudes and performance. We then provide an illustration of how a DAC program to develop fairness skills might be designed and implemented. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsychInfo. ., executive, theory. Article.

(2006) Seamos, B. L. "The most effective factors in executive coaching engagements according to the coach, the client, and the client's boss." Dissertation Abstracts International: Section B: The Sciences and Engineering 67(1-B): 588

A qualitative interview method was employed to examine the most important component parts in an executive coaching intervention. Eight cases were surveyed by telephone, each one asking the coach, the client (person being coached, or coachee) and the client's boss what their view was as to why the coaching experience was successful. The interview data was coded according to themes present in the literature (Gegner, 1997; Hall; Kiburg, 2001; Otazo & Hollenbeck, 1999; Sztucinski, 2002). The responses showed that the support of the client's boss was the single most important factor leading to coaching success in these cases. Bosses are involved in the coaching through three way meetings with the coach and client, through regular updates with the coach, and through giving feedback to the client through the course of the coaching engagement. Further cross-case agreement was present on the following factors: client adherence (the client's willingness to engage in coaching), insight through feedback, coach/client relationship, and reflective/developmental space provided (a non-threatening, open atmosphere which encourages growth). Coaches reported client Adherence as the most important component part of executive coaching. Clients suggested the support of boss, reflective/developmental space provided, and coach challenges client were the most important factors. Bosses suggested support of boss, insight through feedback, client adherence, and coaching shows an investment in the client were the most important factors. Within case agreement varied considerably. Each case had between two and five component parts unanimously reported by the coach, client and boss within the case. The perceived value of the coaching relative to coaching fees was also validated. Over 87% of the participants felt the coaching was of value when considered against the fees. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsychInfo. ., Executive, case studies, self-report. PhD.


Little has been reported about the skills, experience and training of coaches in the Australian context, yet these are critical factors in the ethical practice of coaching. Previous research and experience suggests that formal coach training varies considerably in terms of curricula and quality. At the same time, data is emerging that suggests a significant number of coaching clients may be using coaching as a socially-acceptable form of meeting therapeutic needs. This raises questions about the duty of care coaches owe to their clients in safeguarding their mental health and well-being. Similarly, it raises questions about the degree to which current industry training assists coaches discharge that duty of care. In order to explore these issues empirically, a total of 148 Australian coaches answered a questionnaire covering three areas: (i) current coaching practice; (ii) background experience and coach training (iii) ethics and professional affiliations. A minority of respondents reported a background in psychology or counselling, yet more than 10 per cent of respondents indicated that they regularly coached clients in relation to issues commonly associated with serious psychological distress (e.g. fears about personal loss, life crises, social isolation and self esteem). The preliminary data presented here indicate that there is need to identify the range and depth of issues presented in coaching, the training needed for coaches to effectively identify and refer clients with mental health issues, and the limits and responsibilities of our duty of care as coaches. PsychInfo. ., Executive, survey. Empirical.


As coaching develops as an emerging profession, it is vital for coaches to begin integrating evidence from both coaching-specific research and related disciplines, their own expertise, and an understanding of the uniqueness of each client. Evidence-based practice (EBP) encompasses these three endeavors in designing interventions aimed at positive growth and change for their recipients. While coaching does not have an extensive body of specific knowledge, there is a wealth of evidence from fields such as psychology, adult learning, communication, and others which has a bearing on coaches' knowledge and practice. An EBP approach has the potential to raise the standards of practice and training, increase the credibility of coaching as an intervention, and stretch the individual coach's thinking and practice, if undertaken in its broadest form. However, we suggest there are a number of questions raised
This qualitative single case study of a federal team seeks to provide a rich understanding of the phenomenon of cohesiveness. Specifically, the research focuses on the coexistence of collective values and cohesiveness within a team in the federal government. Eight members of a cohesive team within a small federal agency participated in this study. The primary source of data collection was through focus group interviews. Data was also gathered from individual interviews, observations, documents, and artifacts. Triangulation plus frequent member checks served to increase trustworthiness of the study. The findings of this study are related to the conceptual aspects of cohesiveness. The processes involved in a team becoming cohesive and related outcomes. The team describes the concept of cohesiveness as having three interconnected components: (a) shared values; (b) mutual cooperation, and (c) a common purpose that are facilitated by four key ingredients—open communication, clear mission, collaborative leadership, and collective values. Other findings relate to collective values as they are reflected in the team's work; interacting, helping one another and making decisions. The outcomes or benefits of cohesiveness are addressed including heightened performance, results, continual learning, and being happy in their work. Major findings and conclusions are discussed in relation to the literature on teams, cohesiveness, and values. There is substantial support for Parsons' (1951) General Theory of Action, specifically the pattern variable of collectivity and Schutz's (1967) theoretical contribution of "intersubjectivity." This study shows that through a collective orientation and leadership and collective values. Other findings relate to collective values as they are reflected in the team's work; interacting, helping one another and making decisions. The outcomes or benefits of cohesiveness are addressed including heightened performance, results, continual learning, and being happy in their work. Major findings and conclusions are discussed in relation to the literature on teams, cohesiveness, and values. There is substantial support for Parsons' (1951) General Theory of Action, specifically the pattern variable of collectivity and Schutz's (1967) theoretical contribution of "intersubjectivity." This study shows that through a collective orientation and leadership and collective values.
implications are recommended, such as: (a) integrating the findings, literature and concepts from this study into existing federal training structures; (b) establishing communities of practice or learning sessions for managers to experience and learn together about cohesiveness; (c) coaching managers one on one on building cohesive teams; (d) educating federal team members, and (e) sharing the findings with the rest of government and private sector as they may benefit as well. Finally, suggestions for future research studies are shared and limitations of the study are discussed. (PsycINFO Database Record (c) 2007 APA, all rights reserved). . PsyInfo. ., executive, case study. 

Managers can quickly improve their coaching skills simply by learning to ask a few targeted questions that can help employees break old patterns of thinking and focus on positive change. Effective brief solution-focused coaching helps people tap into their own resources to deal effectively with challenges by making positive changes that can lead to success both personally and for the organization. 2. This coaching approach promotes positive change with six types of questions: miracle, exception, scaling, coping, relationship, and a "what else" question. 3. Along with utilizing the six types of questions, it's also important for the leader-coach to understand and apply the following principles: practice curiosity and respect; start with the future, believe in quick change, rely on the inner resources of the person receiving the coaching, understand the power of imagery, be fully present without interruptions, and know that there is a choice. 4. A sidebar to this article provides tips for using this coaching method effectively and offers more information about a coaching resource called, The CCL Handbook of Coaching: A Guide for the Leader Coach. . BusinessSourcePremier. . executive, theory Article. 

This survey focused on the effectiveness of a coaching program commissioned by a global company for high potential employees who wanted to develop their emotional competence. Survey results indicated sustained learning and behavior change among program participants over an extended period. Successful outcomes appeared to be related to the careful scrutiny of program participants, a collaborative model, an insight-oriented coaching approach, and persistent efforts to brand the program as a developmental resource. This work also indicated areas of continued opportunity for consulting psychology to include: the developmental branding of coaching initiatives, the need for early career coaching, ways to connect coaching results to existing HR practices, how to deliver high impact coaching in cross-cultural settings, and the critical need for empirical research in the areas of coaching and organization-based consultation. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . PsyInfo. ., executive, survey. Empirical. 

Executive career derailment seems to coincide with one of the most significant transitions in life - the midlife 'crisis'. Career derailment is most commonly caused by insensitivity; both to others needs and to the individuals own developmental needs for authenticity. Executive coaches can form strong developmental relationships with derailed executives through engaging them in the behaviours of individuation and supporting the development of a more authentic self. Coaching is conceptualised as a "U-shaped" journey exploring 5 levels of meaning: (1) the executive’s environment; (2) the executive’s behaviour; (3) attitudes, (4) deep structure of the person; and (5) deepest structure. . PsyInfo. ., executive, theory. Article. 

Objectives: This paper presents the findings from a follow-up survey exploring the practice and opinions of the membership of the Special Group in Coaching Psychology (SGCP). Design: The study was cross sectional in design. Method: This survey of Coaching Psychologists was conducted in December, 2005, 12 months after the formation of the SGCP. The survey focused on psychologists’ practice as coaches and their views on a number of relevant issues such as the necessary training and experience to practise as a coaching psychologist. Results: Building on the work of two previous surveys (see Whybrow & Palmer, 2006), there are many consistencies with these earlier surveys and some interesting shifts. More whybrows are identifying coaching as a formal, albeit part-time, aspect of their practice. There was a desire for the SGCP to build and maintain a strong presence in the broader coaching arena, and to promote the value that psychology brings to this field of practice. The issue of flexible, inclusive methods of accreditation were a specific focus. Indeed, this area of emerging tensions is captured by the desire on the one hand for a formal qualifications route to demonstrate competence as a coaching psychologist, and on the other the desire for informality and openness captured by the SGCP currently. Conclusions: The outcome of this third survey of the perspectives of coaching psychologists highlights some trends that are ongoing, and points to the first significant challenge for the practice of Coaching Psychology in the UK as the demand for accreditation and recognition increases. PsyInfo. ., executive, survey. Article.

2007 (n = 89; A = 54; E = 27; PhD = 8; S = 16; C = 12; WS =8; BS = 3) (RC = 0)


Objectives: This paper presents the findings of two surveys exploring the practices and perspectives of the membership of the Coaching Psychology Forum (CPF), the precursor to the Special Group in Coaching Psychology. Design: The study was cross-sectional in design Method: The two surveys were conducted 12 months apart. The surveys focused on psychologists’ practice as coaches and their views on a number of relevant issues such as required training and experience to practise as a coaching psychologist. Results: The membership of the CPF consists of psychologists with diverse applied psychological backgrounds, who practice coaching in a variety of settings from a range of psychological developmental perspectives. Issues around training and development for coaching psychologists emerged, highlighting the need for an understanding of the underpinning competencies of the domain and how these fit with existing applied psychological domains. Additionally, important research questions were raised. Conclusions: The outcome of the surveys highlights the diversity in practice and perspectives of the membership of the CPF and the energy and enthusiasm for the development of the profession of coaching psychology. PsychInfo. ., executive, survey. Empirical.


The purpose of this article is to describe the efforts in the state of Georgia to train public health nurse-childcare health consultants (PHN-CCHCs) using the framework of the "Core competencies for public health practice." Objectives: The goal of the training was twofold: (1) to prepare a statewide cadre of PHNs as the primary workforce for Georgia's emerging childcare health consultation (CCHC) system and (2) to prepare their district nurse directors to lead and support CCHCs. Design: Administrators attended a 2-day workshop followed by access to executive coaching for their management teams. PHNs participated in a three-phase training program, with phases 1 and 3 offered as 3-day workshops with field experiences, and phase 2 offered online and as a practicum. Sample: Forty-four administrators and over 85 PHN-CCHCs completed the training. Results: Graduates of the program reported satisfaction with training and reported the use of PHN core competencies in CCHC. Graduates also found enhanced skills in using core competencies to be applicable to a variety of population-based practices. Beyond CCHC being instituted in selected health districts, interest in CCHC has occurred statewide. Conclusions: The PHN-CCHC program enhanced the knowledge and use of core competencies and heightened interest in CCHC statewide. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract). . . PsychInfo. ., executive, within subjects. Empirical.

(2006) Wright, J. "Crisis and opportunity: Coaching older workers in the workplace." Work 26(1): 93-96 This article discusses the retention and coaching of older workers. Retaining work for older people is valuable because it allows them to have an identity and structured time. Older workers need adequate training and flexible and part-time schedules. Coaches of older workers must acquire knowledge of other professional support for the older worker. BusinessSourcePremier. ., workplace, theory. Article.
and personal lives. There is a paucity of empirical research on this subject. Coaching in schools is at an early stage and there have been calls by professional bodies to produce evidence of its benefits and impacts. This study does this by conducting an intensive coaching programme for three teaching staff in a secondary school wishing to develop coaching: a senior and a middle manager and a junior member of staff. The study was approached as an action research project. Data were collected in a variety of ways, including formative evaluation reviews, data from reflection notes and from an extensive summative feedback evaluation questionnaire. It also included third party evidence. This has resulted in the production of evidence that appears to support some of the claims of a number of professional organisations and writers. PsycInfo. , executive, survey (outcome). Empirical.


Objectives: Executive coaches are often involved in working with executive managers. The objective of this study is to investigate whether teams are more engaged and productive when led by an optimistic manager. Furthermore, we hypothesise that optimistic managers embody positive leadership - employing a strengths-based approach, maintaining a positive perspective, and frequently providing recognition and encouragement - which increases the engagement and productivity of their employees. Design: The study used a cross-sectional survey design at two time points. Method: The researchers developed a survey to measure this concept of positive leadership. In addition, two measures were used: the Life Orientation Test Revised (LOT-R) to measure optimism and the Gallup Organisation’s Q12 to measure engagement. Results: In a cross-sectional study of 86 employees and 17 managers in an Information Technology (IT) organisation, positive leadership correlated with employee optimism, engagement, and project performance. When we looked at a subset of this data prospectively, with 39 employees and 14 managers, manager optimism predicted project performance. Conclusions: Our data support the claim that positive leadership is correlated with employee engagement and performance, and further extends the importance of optimism in the workplace. Coaching implications are also discussed, in terms of exploring how coaching psychologists can work with executives to develop their managerial style. PsycInfo. , executive, survey. Empirical.


As many reasons are put forward for the rapid proliferation of executive coaching as there are sceptics who believe it is a passing fad. This paper, after analysing the results of recent research into coaching’s effectiveness, proposes that it may be serving a more significant space than one would imagine. Coaching is not simply about producing pragmatic results such as peak performance, behavioural changes and improved results (although it delivers all these benefits). It is a cultural phenomenon in that it is capturing the collective psyche in a significant way, filling a deeply felt need in the unconscious lives of people in organisations. It connects with the ancient archetype of Hestia, representing hearth, centring and a sanctuary for self-focus. PsycInfo. , executive, industry. Article.


Purpose: The aim of this study is to investigate personal theories of emotion that coaches have and how these theories are translated into strategies of working with clients’ emotions. Design/methodology/approach: The approach to the study is phenomenological. A questionnaire method based on specifically designed stem sentences was used in order to engender spontaneous responses from the 39 participants. Analysis of data was conducted through coordinated interpretation of categories and themes by the three different researchers. Findings: Three differing standpoints in relation to both the role of emotion in the coaching process and the role of the coach in relation to a client's emotions were identified and the correspondence between them was established. Potential explanations for the discovered inconsistencies in personal theories and strategies of dealing with emotion are suggested with implications for organisational coaches. Research limitations/implications: Personal history and the dynamics of individual development were difficult to capture at this stage using only one method of data collection. The following stage of study will involve in-depth interviewing of a number of international coaches. Practical implications: The results of the study need to be considered by those providing training to organisational coaches. The spectrum of possible positions presented in relation to emotion in coaching may help coaches identify their personal stance and examine their strategies of dealing with emotion. Originality/value: An original tool was developed that contributes to a qualitative analysis of coaches' personal experiences of dealing with emotion. The study sheds light from the first person perspective on the complex issue of working with emotion in organisations. It offers important clarifications of the current context of this issue thus contributing to the advancement of conventional discourse and research on working with emotions in organisations. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , executive, survey. Empirical.


Purpose -- This paper seeks to provide readers with a better understanding of four theory models that inform coaching practice, and to reflect on how the theoretical approach that one adopts is likely to shape one's coaching practice.
Design/methodology/approach -- This article is based on the authors' combined 30 years of experience as internal and external executive coaches. Organizational examples are provided to illustrate key concepts. Findings -- The authors conclude that, although coaches tend to be eclectic in the methods that they employ, they tend to center their craft on one of four prevailing coaching models: the clinical model, the behavioral model, the systems model, and the social constructionist model. These models inform the practice and shape the approaches that OD practitioners take in directing coaching assessments and interventions. Practical implications -- This article serves as a "think piece" to help OD practitioners understand the theoretical assumptions, constraints, and caveats that are associated with each model. The authors strongly believe that having this knowledge enables practitioners to introduce a higher level of discipline and effectiveness into the coaching process. Originality/value -- This article represents a unique attempt to bridge theory and practice by encouraging readers to reflect on how each individual's practice is developed from, and informed by, a particular theory position. It represents one of the few papers that have tackled this particular management development topic. BusinessSourcePremier. ., executive, theory Article.

This study examined group coaching, a leadership development activity that has emerged out of the executive coaching movement. The literature has indicated that it is the fastest growing offering in the coaching profession (Morgan, Harkins, & Goldsmith, 2005). However, one of its suspected weaknesses is that it is shorter in duration and less intense than the one-to-one format of executive coaching. Coaching research literature is discussed followed by an identification of the relevant issues and variables that could be impacted by a group coaching intervention in a governmental host organization. Two hypotheses were tested to understand the potential effects of group coaching, examining both the inner world (executive health/burnout) and outer world (team effectiveness/labor productivity) effects of the group coaching intervention. Data were collected from 42 experimental group participants and 42 control group participants in a quasi-experimental, modified posttest only control group design. Results of the analyses indicate that the group coaching intervention positively affected experimental group participants, resulting in a reduction of burnout, but do not show any effect on labor productivity. Detailed implications and recommendations for future research are presented. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsyInfo. .., group, within-subject design. Empirical.

Coaching is a far-reaching practice that can be used for human resource development. Coaching has many definitions however; one common aspect is the focus on improving performance. This article discusses the foundations of coaching, principles of coaching, and the progression of the coaching process. This article provides an overview of models and description of each stage for coaching. Specifically, this article summarizes the process and flow of coaching from the humanistic perspective that Flaherty [Flaherty J. Coaching: evoking excellence in others. 2nd ed. Burlington, MA: Elsevier Butterworth-Heinemann; 2005] presents. [Copyright 2007 Elsevier]. BusinessSourcePremier. .., executive, theory Article.

In this essay we study the use of questionnaires and surveys in the field of coaching and organizational consultancy. The survey gives guidance to both the client and the consultant therefore their use is more and more widespread. The two authors write the essay on their aggregated 30 years of experience in using questionnaires in organizational work. We review how the need appeared after the radical political and economic change in Hungary, and the increasing significance of organizational and leadership development. Also we review some broadly applied questionnaire types. With the increase of use, also the misuse of such tools is becoming common. Therefore we suggest cautious and client-fitting use of the questionnaires. In our experience the use of these tools can be attractive and frightful at the same time for the client. The client must be sure that we use the questionnaire for his interests and the interests of his organization with the goal of achieving practical results. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). .. PsyInfo. .., executive, theory Article.

Project managers have always been given the highest priority to customer needs and demands; however, tougher market competition has created a stronger focus on knowledge, skills, and capability to lead a project team toward success. Traditionally, managers have emphasized knowledge and skills within technical disciplines as a key factor managing projects. Today we see a shift toward more emphasis on organizational and human aspects of project work. An effective tool for meeting this challenge is project management coaching. This article focuses on what coaching is about, when to use coaching, different types of coaching, the coaching process, and coaching roles. A case study is presented in the article, and analysis of data shows that coaching can help the project manager acquire necessary skills, achieve desired results, and contribute to career development. [BusinessSourcePremier. .., executive, theory Article.
Executive coaching is a rapidly growing form of organisation development intervention, and one which is receiving increasing attention in the management and psychology literature. This study reports on the state of the practice of executive coaching in New Zealand, about which little is currently known. Fifty-nine executive coaches responded to a survey that gathered data on the demographics of coaches; their backgrounds, qualifications and training; their coaching method; and aspects of their practice, including typical fees charged, number of client sessions, method of coaching intervention. Practitioners and researchers can benefit from this approach by using it to improve coaching effectiveness and demonstrate value to the clients they serve.

This dissertation is a study of the relationship between executive coaching, transformational learning, and incorporation of a spiritual perspective into the coaching methodology. The author coached six executives for a minimum of 6 months and then conducted several qualitative interviews to ascertain the level of learning that occurred and whether or not the benefits of coaching were experienced (a) in the workplace; (b) in their personal lives; and (c) in their spiritual lives. The research method employed for this study is collective case study method. As a result of having participated in the coaching, participants reported benefits that affected their business and professional lives, as well as their personal and spiritual lives. In addition, they also experienced deep learning---learning that alters the organization of the Self in such a way that a person makes meaning and consequently makes decisions from a higher level of consciousness. As a result of having conducted this study the researcher makes the following observations: (a) Incorporation of a model that includes a spiritual perspective into an executive coaching engagement benefits the executives in the business environment; (b) incorporation of a spiritually based model into an executive coaching engagement benefits the executive in ways that transcend the business environment; (c) incorporation of a spiritually based executive coaching model fosters transformational learning; and (d) the amount of learning that occurs appears to be directly related to the amount of time I was able to coach them. (PsycINFO Database Record (c) 2008 APA, all rights reserved).
marketing, ethical standards and professional insurance. Conclusions are drawn from the data and suggestions for future research are made. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, survey. Empirical.

(2007) Buckley, A. "The mental health boundary in relationship to coaching and other activities." International Journal of Evidence Based Coaching and Mentoring (Special Issue Summer 2007). This article explores the relationship between coaching and mental health issues. Coaching functions in a world that is dominated by the medical model of mental health, where problems are viewed as illnesses to be diagnosed and treated. The coaching industry also functions alongside many other helping by talking activities, such as counselling and psychotherapy. The relative mental health of individuals is often quoted as a difference between coaching and other "helping by talking" activities but this is, at best, a marketing tool and does not stand up to scrutiny in view of the diverse range of activities and viewpoints of psychological therapies. It is suggested here that a different approach to the mental health/mental ill health boundary is necessary and that by focussing on answering the question "what to do?" rather than the question "what is wrong?" the differences between coaching and other helping by talking activities can be acknowledged. The approach suggested allows for the professional and ethical management of boundary issues without the need for in-depth training in psychological dysfunction and diagnosis. . PsycInfo. ., executive, industry. Article.

(2007) Burke, D. and P. Linley "Enhancing goal self-concordance through coaching." International Coaching Psychology Review 2(1): 62-69 Objectives: Research shows that self-concordant goals are more readily pursued, better achieved, and their attainment can lead to increases in well-being. This study assesses whether executive coaching in turn affects self-concordance. Design: We hypothesised that the heightened awareness produced by coaching leads to changes in self-concordance (type of motivation) and commitment (a measure of the amount of motivation). A single group design with repeated measures was used. Method: 26 participants--all senior managers in business--identified three goals and then received a one-to-one coaching session focused on one goal, but received no coaching on the remaining goals. Results: The hypothesis was supported, with significant changes (increases) in self-concordance and commitment for the coached goal. There were also significant increases in self-concordance and commitment for some of the other non-coached goals. Conclusion: These results are discussed with reference to the goal attainment and coaching literature, and suggestions made for further research. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, within-subject design Empirical.

(2007) Butterworth, S. W., A. Linden, et al. "Health coaching as an intervention in health management programs." Disease Management & Health Outcomes 15(5): 299-307 Healthy lifestyle behaviors can prevent the onset of chronic illness and help manage existing conditions. Health coaching interventions are increasingly being incorporated into health management programs, which are implemented in a variety of settings, from physician practices to the broader population level (e.g. throughout health plans, employer groups). To date, motivational interviewing-based health coaching is the only technique to have been fully described and consistently demonstrated as causally and independently associated with positive behavioral outcomes. In order for a health coaching intervention to be effective (i) individuals at risk must be correctly identified; (ii) recruitment efforts must be maximized; (iii) a valid coaching technique should be chosen; (iv) the delivery mechanism must ensure adequate participant engagement; and (v) the program evaluation must be sufficiently robust to mitigate threats to validity, and demonstrate a causal association between the intervention and outcomes. Given the rapid expansion in the field of health coaching within the larger context of health management programs, more studies employing rigorous evaluation designs are needed to advance the science and application of the concept. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., health, theory. Article.

(2007) Choong, S. a. K. B. "Character strengths and type: Exploration of covariation." International Coaching Psychology Review 2(1): 9-23. Objective: To explore variation between character strengths and psychological types as per the MBTI®. Design: Using a survey design, the study collected data on the Values in Action Inventory of Strengths and the MBTI®. Method: 98 adult volunteers participated in this exploratory study of potential links between psychological type as determined by the Myers-Briggs Type Indicator® and signature strengths as identified by the Values in Action Inventory of Strengths. Results: The results show significant covariations between nine signature strengths and single typedimensions namely, creativity (intuition), open-mindedness (thinking), love of learning (introversion), integrity (sensing and thinking), persistence (judging), vitality (extraversion), love (extraversion and feeling), fairness (sensing), and gratitude (extraversion). Love, integrity, and gratitude also covary with multiple typed combinations. Curiosity covaries only with a single paired type combination(introverted intuition). Conclusion: There is meaningful covariation between psychological type and character strengths. The discussion addresses the applicability of the results to coaching psychology. PsycInfo. ., executive, survey. Empirical.

Objectives: The coaching process can arouse emotion for both the client and the coach. Coaches then have a choice between either minimising the attention paid to emotional phenomena or working with emotions to achieve results. The objectives of this study were to investigate coaches’ personal theories of emotion and in particular their approach to dealing with difficult emotional situations within the coaching relationship. Design: A qualitative study was designed in order to explore coaches’ perspectives, theories and strategies for dealing with emotions. Data was analysed using a grounded theory approach to elicit a number of themes. Methods: The study collected data from 39 UK coaches, using a stem-sentence questionnaire approach. Results: Findings suggest that coaches can have very different viewpoints in relation to dealing with difficult emotional situations that arise when working with clients, dealing with them in one of four ways: using self-reflection or supervision, avoiding tackling the emotion considering it to belong to the client, actively exploring with the client, or referral of the client/termination. They also see control of their own emotions as important and recognised some gender related issues. Conclusions: Recommendations are made for an understanding of emotions to be included in the education and training of coaches. The strengthening of supervision provision for coaches is also suggested. PsychInfo., executive, case studies. Empirical.

International Journal of Evidence Based Coaching and Mentoring Vol. 5, No. 2

This grounded theory study looks at how theatre directors in rehearsal create a learning environment and considers what coaches can learn. It identifies some of the factors involved in creating a learning environment in both theatre rehearsal and coaching: factors such as managing processes, managing relationships and overcoming goal impasse. It also explores the influence of intuition. The study reinforces what coaching and the helping professions have known about relationships, but may not have put into action, including the importance of rapport. It also highlights a number of other factors that are understood by theatre directors, but which may also, if adopted by coaches, enhance the learning environment s that they create. International Journal of Evidence Based Coaching and Mentoring. , executive, case studies. Empirical.


Purpose -- The paper sets out to consider the value of coaching to the sensemaking process. It aims to demonstrate how coaching enhances sensemaking and seeks to describe coaching as a sensemaking activity. Design/methodology/approach -- The objectives are achieved by exploring the literature of both coaching and sensemaking with the purpose of demonstrating the mutually supportive nature of coaching and sensemaking. Findings -- By analysing sensemaking and coaching activities, the paper aims to demonstrate that coaching greatly supports and enhances the quality of the sensemaking activities of the individual. Research limitations/implications -- Coaching as an academic discipline is still in its infancy and lacking in sound empirical research. It would be valuable for future research activities to focus on the sensemaking the individual engages with during the coaching process. Practical implications -- As mentioned above, sound academic research is necessary in order to understand the nature of coaching. This paper goes some way in exploring both coaching as a sensemaking process and also how coaching fundamentally supports the sensemaking process the individual engages in. Originality/value -- Coaching has not been explored in relation to sensemaking nor the value that coaching brings to sensemaking. Exploring coaching from a sensemaking perspective helps create a deeper understanding of what takes place within the coaching relationship. BusinessSourcePremier. , executive, theory Article.


The aim of this study was to assess the compatibility between characteristics of employees 'at risk' for sickness absence and components of a preventive coaching intervention. Data from baseline questionnaires of the 'at risk' study population of a randomized trial, and of two reference groups of the Maastricht Cohort Study were used to compare (mental) health and work related characteristics. Details of the intervention were described. Similarities between characteristics of the study population and components of the coaching intervention were discussed. Substantial differences between characteristics of the 'at risk' study population and the 'not at risk' reference group were found, which were all addressed during the coaching intervention. The contrast with the 'sick leave' reference group was less obvious. The 'at risk' study population could be indicated as the most beneficial population for this preventive intervention. The results show that preventive coaching is an appropriate intervention for employees 'at risk' for sickness absence. International Journal of Evidence Based Coaching and Mentoring. , workplace, survey. Empirical.


This dissertation presents the results of an exploratory case study in which a grounded theory approach was used to examine the role that executive coaching with an intact senior leadership team plays in the process of organizational change. The study describes how a whole system approach to executive coaching was combined with a systemic approach.
approach to organization development (OD) to contribute to a successful organization culture change initiative in the technology industry. Ten key learnings from the case are presented. Results suggest that executive coaching is a powerful adjunct to organization development (OD) when it is: (1) done with a comprehensive understanding of the strategy, structure, and cultural dynamics (including the history) of the organization engaged in the change initiative; (2) conducted simultaneously with the most senior executive and the members of the senior leadership team; and (3) a core component of a systemic approach to organizational change. A theoretical model is offered depicting how a whole system approach to executive coaching influences individual, senior leadership team, and organizational learning processes. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycINFO. , Executive, case study. PhD.


Objectives: This paper describes a preliminary attempt to evaluate executive coaching for 10 members who are on a High Potential Development Scheme within the Ministry of Defence (MoD). Design: A multi-method approach was taken which comprised the use of questionnaires to survey scheme member's perceptions, a Return on Investment (ROI) study and a follow-up of members to determine their success in gaining promotion. Results: The analysis showed that all 10 who had been coached rated their experience positively. All rated their own progress within the Development Scheme as High and in particular they perceived it was their leadership skills that had benefited. A preliminary ROI calculation also indicated that the benefits exceeded the costs. Other benefits included promotion, broader leadership skills, and skills transfer within the MoD. Conclusions: The results indicate that within the context of the Development Scheme coaching provides a potential financial ROI. The findings also show that coaching impacts positively on scheme members such that they are highly committed to demonstrating and exhibiting leadership behaviours and that there is some evidence of a broader impact on the Department as a whole with generalised skills transfer. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, survey, self-report, validated. Empirical.


Mentoring and coaching are rarely clearly defined and there has been a growth of confusion, as both terms tend to develop singular meanings in different professional contexts. In this paper both activities are defined and explored in terms of how they can develop as co-creative synergy where the personal and professional development of both parties results in mutual benefit. Additionally, I explore how mentoring and coaching can be generative. New generations of coaches and mentors can evolve out of pre-existing coaching and mentoring relationships and this has a particular relevance to research at a time where practitioners are encouraged to investigate their work in order to improve PsycInfo. , executive, theory. Article.


This article describes the application, at the team and individual level, of findings from the positive psychology research. An overview of this research is presented focusing on several areas generally included in the positive psychology domain: flow, appreciative inquiry, the broaden and build theory, and other strategies for increasing the experience of positive emotions and the identification and deployment of strengths. The authors propose that these applications show promise in consulting psychology engagements and may have merit when utilized by practitioners themselves. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. Article.


This personal perspective on both sport and business coaching psychology practice discusses theories and models utilised by practitioners in both settings. Performance demands and examples of intervention research common to sport and business settings are described, and suggestions on collaborative research projects are offered. Advice that sport leaders have offered business leaders is summarised and a case study example of transformational leadership in sport is provided. In the author's opinion the evidence suggests that coaching psychologists in both performance environments would benefit considerably from more closely linked approaches to applied research. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). PsycInfo. , life, theory. Article.


Coaching now extends to all areas of daily life. It can even be found in the health system, where you are told how to behave to be in better shape. With its psychological recipes and managerial jargon, it gets right down to our very intimacy. This ideology, which is a new form of social control, has carved out a niche for itself in the inexhaustible market of psychic suffering generated by the climate of uncertainty that nowadays reigns in the deregulated world of neoliberalism. Coaches offer a psychoaffective airbag that calms what they themselves call an intense need to feel

Anthony M Grant PhD  anthonyg@psych.usyd.edu.au
This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology, University of Sydney, Australia NSW 206 and for other students of coaching. This is not a commercial offering.
This version supersedes all past versions of this document.
"secure" to people who are psychologically vulnerable and socially disoriented by the paradoxical injunction to be both creative and conformist, to blossom ontologically while knuckling under economically. The correlate of the general arrangement for social maintenance that holds sway through this security-minded ideology is the "free and informed" consent of individuals to the mercantile values of profitability and competitiveness. Coaching thus gives its approval to the paucity of an anthropology of wealth, a narrowly economist and -mechanical anthropology that makes the world we live in (economic and social inequalities included) absolutely good, natural and necessary. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsychInfo., executive, theory. Article.


An emphasis of the coaching psychology and positive psychology movements has been strengths and well-being. This study examined two generic aspects of strengths - strengths knowledge and strengths use, together with organismic valuing, and their relations with subjective well-being, psychological well-being, and subjective vitality. Theory suggests that people who know their strengths, use their strengths, and follow the directions that are right for them (i.e. organismically valuing) will be happier. Participants (N=214) completed measures of these variables, as well as measures of self-esteem and self-efficacy. Analyses showed that strengths knowledge, strengths use, and organismic valuing were all significantly associated with well-being and vitality. Regression analyses showed that self-esteem, organismic valuing, and strengths use all predicted unique variance in subjective well-being and psychological well-being, but only self-esteem significantly predicted unique variance in subjective vitality. The discussion locates the findings in relation to strengths coaching, and suggests directions for future research and coaching psychology applications. PsychInfo., executive, survey. Empirical.


This special issue of seeks to explore the nature of contemporary coaching psychology, balancing theory with practice, inquiry with advocacy, and personal experience with research. The lead article presents a review of the outcome literature of executive, workplace and personal coaching, interview eight international experts, and present a new languishing-flourishing model of coaching. The second article examines the links between the human potential movement and coaching. The following five papers outline theoretical issues that inform practice. The final two papers address issues related to the enhancement of coaching practice and the further development of an evidence-based foundation for coaching. (PsycINFO Database Record (c) 2007 APA, all rights reserved). . PsychInfo., executive, industry. Article.


Purpose — The purpose of this paper is to compare the impact of a long-term (13-week, spaced learning) with a short-term (two-day, block intensive) coaching skills training programme on participants' coaching skills and emotional intelligence. Design/methodology/approach — In the study 23 participants completed a 13-week coaching skills training course which consisted of weekly 2.5-hour workshops and action learning. In comparison, 20 participants completed a two-day Manager as Coach training programme, with a three-week action learning break between day one and day two. Both training programmes used the same coaching frameworks, with the two-day programme being more condensed. Findings — Participation in the 13-week training course was associated with increases in both goal-focused coaching skills and emotional intelligence, whereas the two-day block intensive training was associated with increased goal-focused coaching skills, but not emotional intelligence. Further the magnitude of the increase in goal-focused coaching skills was less for the two-day programme than for the 13-week programme. Research limitations/implications — These studies used a quasi-experimental pre-post design, and the long-term effects were not measured. Future research should use control groups and random assignment to short- or long-term training. Practical implications — The main implications of these findings are that, while short, intensive programmes may improve participants' goal-focused coaching skills, organisations seeking to deepen the impact of "Manager as Coach" training programmes and improve the underlying emotional intelligence of participants should use a spaced learning approach over a number of weeks. Originality/value — This is the first study to examine the impact of different approaches to coaching skills training and their impact on emotional intelligence. BusinessSourcePremier., executive, quasi-experimental. Empirical.


Coaching focuses both on facilitating goal attainment and enhancing well-being. Yet there has been little work on developing models that integrate mental health/illness issues with goal striving. This is important because many distinctions between coaching and therapy have been based on the supposed differing levels of psychopathology in clinical, counselling and coaching populations. However, research suggests that some coaching clients have high levels of depression, anxiety or stress, and there is recent evidence that coaching clients who voluntarily seek life coaching tend to have higher levels of psychopathology than individuals who undertake coaching as part of a
workplace coaching program. These findings underscore the importance of coaches having a sophisticated understanding of the issues related to coaching and mental health. Drawing on recent languishing-flourishing work in the area of positive psychology this paper presents a new provisional model of goal striving and mental health/mental illness with two key dimensions: (i) mental health-illness; and (ii) intentional goal striving (high or low). The languishing section of the model represents individuals who have low levels of psychological or subjective well-being but do not have elevated levels of depression, anxiety or stress. The acquiescent section is where individuals have good levels of mental health and but have low levels of intentional goal striving. The flourishing section is where individuals have high levels of mental health and are actively engaging in high levels of intentional goal striving. The model also delineates a distressed but functional client group who have high levels of intentional goal striving, but significant levels of psychopathology, and distinguishes those from clients with major psychopathology but very low levels of intentional goal striving. Recommendations are made for future coaching research and practice. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., life, theory. Article.


Coaching and coaching psychology offer a potential platform for an applied positive psychology and for facilitating individual, organisational and social change. Experts from around the world were invited to comment on the emerging discipline of coaching psychology and the commercial coaching industry. Several key themes emerged including the potential of coaching to contribute to health promotion, social change and organisational development. There was unequivocal consensus for the need for an evidence-based approach to coaching. A review of the psychological coaching outcome literature found there have been a total of 69 outcome studies between 1980 and July 2007: 23 case studies, 34 within-subject studies and 12 between-subject studies. Only eight randomised controlled studies have been conducted. This indicates that coaching psychology is still in the early stages of development, and can be understood as an emerging or protoscientific psychological discipline. A languishing - flourishing model of coaching is described. To flourish, coaching psychology needs to remain clearly differentiated from the frequently sensationalistic and pseudoscientific facets of the personal development industry while at the same time engaging in the development of the wider coaching industry. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, industry. Article.


Goal-focused coaching is increasingly being used to help people set and reach personal and workplace goals. However, coaches' coaching skills are rarely measured. This exploratory study reports preliminary findings on the initial development and validation of a self-report measure, the Goal-focused Coaching Skills Questionnaire (GCSQ). Some participants also completed the Schutte Emotional Intelligence Scale (Schutte et al., 1998) and the Insight subscale of the Self-reflection and Insight Scale ([SRIS-IN], Grant, Franklin, & Langford, 2002). Convergent, face validity and test-retest reliability were found to be good, and scores on the GCSQ distinguished between professional and nonprofessional coaches. Scores on the GCSQ were also related to measures of emotional intelligence and personal insight. Behavioral observations following a coaching session indicated a significant correlation between coaches' ratings of the coaches' skills and the self-reported skill ratings of the coaches themselves. Limitations of the study are discussed and future research suggestions presented. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, survey. Empirical.


The purpose of this study was to investigate time commitment and job satisfaction of principals before and after an executive coaching workshop. Principals on average work 50-70 hours per week and the demands being placed on principals is ever increasing. The result has been fewer qualified individuals applying for principal positions across the country and the burnout of those who are in the position. Data were collected from K-12 principals by surveying those who attended one of four workshops titled, "How to Work Less, Play More, and Still Get the Job Done in a Normal School Week: Assuming Your Proper Role as 'Executive' in Today's Education Environment." The workshops were presented in four locations: St. Paul, Minnesota, August 15 & 16, 2005; Fergus Falls, Minnesota, August 18 & 19, 2005; Monrovia, California, August 22 & 23, 2005; and Pittsfield, Massachusetts, August 25 & 26, 2005. Approximately twelve weeks after the workshop a second survey was sent to each participant asking the same questions on time commitment to administrative tasks and overall job satisfaction and what, if any, change occurred. Based on the data collected the following results are suggested: Time commitments to administrative tasks performed were reduced following the attendance at the workshop and principals were able to increase their time in classrooms. Principals reported that as a result of doing less clerical work and being able to spend more time with students and staff, their overall job satisfaction increased. Principals also reported an increase in the amount of energy they had left at the end of the average workweek, and the amount of time devoted to family, friends, and personal hobbies increased. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, within-subject design, self-report. PhD.
Although recent research indicates a growing engagement among coaches with supervision, many coaches still pursue their professional practice without the support and guidance of a supervisor. Also, while the organisations that purchase coaching are clear that the coaches they hire should have supervision, they are unclear as to what forms that supervision should take. This article sets out to identify the kind of models of supervision that might be appropriate to coaches by exploring models and lessons from the supervision of counsellors and psychotherapist. Such models are valid because many current practising coaches are professionally trained as counsellors or psychotherapists, and a range of alternative supervisory models have been tried and evaluated over several decades. Applying elements of these models to a coaching context has allowed for the design of what is termed a systemic model of coaching supervision, with contracting, teaching and evaluation at its core. Models of the supervisory relationship are also discussed as important elements of the supervisor-coach alliance. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). . PsyInfo. ., executive, theory. Article.

Objective: To extend the knowledge base on the use of life coaching as an applied positive psychology. Studies to date have utilised community samples with participants of varying ages and most research has used adult community samples. The present study is unusual in that it examined the efficacy of an evidence-based (cognitive-behavioural, solution-focused) life coaching programme in enhancing cognitive hardness and hope in senior female high school students. Design: In a randomised controlled experimental design, 56 female senior high school students (mean age 16 years) were randomly allocated to an individual life coach (N = 28) or to a wait-list control group (N = 28). Method: 10 teachers were trained in theories and techniques of coaching psychology through a manualised 'Teacher as Coach' workshop. Participants were randomly allocated to a Teacher-Coach with whom they met individually for 10 sessions over two school terms. Results: Life coaching was associated with significant increases in levels of cognitive hardness and hope, and significant decreases in levels of depression. Conclusions: Life coaching may be an effective intervention for high school students. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsyInfo. ., life, between-subject design. Empirical.

The review gives a theoretically grounded overview over new advances of research on coaching outcomes. In the first part general standard outcome measures and different specific methods are presented. The second part summarises studies that investigate coaching outcomes as the result of changes in pre-requisites or preconditions for coaching (e.g. change readiness and persistence of the client) and success factors in the coaching sessions, (e.g. esteem and emotional support the coach, clarification of the goals). The third part describes eight experimental and quasi-experimental studies, with and without random assignments. particularly individual coaching by external coaches, peer-coaching, self-coaching programmes and control groups. The results show that the different coaching interventions produce significant and sometimes strong but not always expected and consistent effects. A discussion of perspectives of theory and research and an orientation model for future outcome studies close the contribution. . PsyInfo. ., executive, industry. Article.


Objectives: There is a lack of research on the coaching relationship (O'Brien & Palmer, 2006a). The current paper will present the findings from a qualitative study that explored experiences of workplace coaching including the coaching relationship. Design: The study adopted a qualitative design and the data was analysed by Interpretative Phenomenological Analysis (Smith, Jaraman, & Osborn, 1999). Methods: Nine participants, from two large organisations, were interviewed about their experiences of coaching. Results: 'The coaching relationship' was identified as a main theme which, in turn, comprised of three subthemes; valuable coaching relationship; trust; and transparency. These themes highlighted that the coaching relationship was very valuable for the participants and that this relationship was dependent on trust and improved by transparency. Conclusions: It was concluded that it is important that coaches are aware of, and are working with, the coaching relationship. Nevertheless, the participants also highlighted that the relationship was not the only factor that made coaching useful. Working towards goals and improving performance were also valuable components of the coaching. It was, therefore, suggested that coaching may be most beneficial if it incorporates a number of components, including a focus on the relationship. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsyInfo. ., workplace, case studies. Empirical.

The formation of the therapeutic alliance in clinical work is central to psychoanalytic theory and psychoanalysis and can inform the executive coach about the importance and nature of the therapeutic coaching alliance. Because CEOs tend to be narcissistically oriented (as noted by Manfred Kets de Vries and Michael Maccoby), they present important considerations and challenges to the coach related to forming and maintaining the therapeutic coaching alliance. The theoretical work of Heinz Kohut is particularly useful in guiding the critical task of forming a successful therapeutic alliance. This dissertation is a study of six CEOs who entered into executive coaching to enhance job performance and interpersonal relationships. The duration of the coaching ranged from 1 year to more than 3 years. The methodology is a retrospective case narrative. The case narrative was co-created by both the CEO and me as the coach. I summarized the coaching relationship by focusing on the CEO's presenting problem(s), the development of the therapeutic coaching alliance, transference phenomenon and interpretation, and the integration of growth at the termination phase of coaching. The CEOs were interviewed 1+ year(s) after the conclusion of the coaching and asked to reflect on the coaching experience in order to get at how they both described and understood the therapeutic coaching alliance. The CEO narratives were elicited via qualitative, in-depth interview protocol. Each CEO's narrative was used in conjunction with my own retrospective case narrative, as I reconstructed each case using my process notes from coaching sessions with the CEO. The interview data were analyzed to understand individual and aggregate differences in how CEOs described and understood how they changed internally and how these changes impacted job performance and interpersonal relationships. The therapeutic coaching alliance factors assessed included: affect containment, collaboration, empathic attunement, and transference phenomena such as idealizing, mirror, twinship, and negative transferences. Key words. psychoanalysis, executive coaching, therapeutic alliance, transference, narcissism, Kohut, therapeutic coaching alliance (PsycINFO Database Record (c) 2008 APA, all rights reserved).


Affective-cognitive integration is a crucial skill for human development and therefore must also be a key enabler in coaching. This paper proposes coaching techniques that facilitate affective-cognitive integration in the light of theory related to emotions triggering. It also explores how emotional sharing, through language, enables an interaction between affect and cognition that assists the integration of both and therefore can be utilized for coaches for enabling self-awareness and development. (PsycINFO, ., executive, theory. Article.


Purpose: This paper aims to evaluate the impact of experiential learning, goal setting, peer coaching and reflective journaling as a combined strategy to influence leadership development. Design/methodology/approach: Subjects participated in a university based leadership development program over two years. Four focal units of study were undertaken. Participants set development plans based on their learning and implemented them over eight weeks with the support of a peer coach. A pre, mid- and post- 360-degree assessment was undertaken to measure changes in leadership competency. Learning outcomes and coaching reports were also submitted and evaluated qualitatively. Findings: A progressive increase in leadership competency was reported by participants and their work colleagues in the 360-degree data. Qualitative data revealed a range of learning outcomes that elevated their leadership competency. Research limitations/implications: The results of this research provide a model for further investigations into how training can be structured to promote transfer of training. Originality/value: Considering the investment being made by organizations into leadership development, this research provides a strategy for increasing return on investment in leadership development. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsyInfo. ., executive, survey (outcome). Empirical.


In this article, some of the major contributions to coaching psychology made by evidence-based developmental coaching, a form of coaching based on research in adult development, are outlined. 'Coaching Psychology' is seen as a behavioural discipline (Stober & Grant, 2006). Therefore, the emphasis is put, not on the developmental paradigm perse, but on how it relates to working with behavioural data in coaching practice. This amounts to shedding light on the limits of a strictly behavioural coaching paradigm, however evidence-based it may be. Positively speaking, it entails pointing to the enrichment of coaching psychology by way of acknowledging and integrating developmental research methods and findings about coaches as well as clients, and thus their interaction. There is a common thematic denominator of disciplines using a developmental paradigm in Piaget's central notion of increasing loss of egocentricity over the life span. This notion straightforwardly extends to behaviour, in the sense of Freud's 'what Id is shall Ego become,' in that Freud's Ego is exactly where egocentricity imposed by Id is being lost. If, as happens in developmental coaching, behaviour is seen, as well as measured, in terms of a person's level of ego-centricity in its many forms, new perspectives on 'helping' and 'consultation' including coaching arise that are unknown in a behavioural universe of discourse. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsyInfo. ., developmental, theory. Article.

Anthony M Grant PhD anthonyg@psych.asyd.edu.au
This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology, University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering.
This version supersedes all past versions of this document
Organizations struggle to create an environment that encourages and supports managers to provide regular feedback to employees. Companies can take steps to develop a culture of coaching. First, coaching must become part of the organization's identity by including it in core competencies and behavior expectations. Strategic goals must reinforce this culture and processes and resources must be provided to assist effective coaching. These steps and a true commitment to feedback can lead to a culture of coaching. BusinessSourcePremier. ., executive, theory. Article.

This article looks at the growth of coaching in the corporate sector and considers the overlaps with training provision. Drawing on the experience of the authors, a conceptual analysis is constructed that culminates in our presentation of a simple learning strategies map that provides a framework for understanding the activities and strategies used when developing others, either through training or coaching. Key words: Coaching, training, learning strategies PsychInfo. ., executive, theory. Article.

To date the coaching literature has been dominated by practitioner contributions, and the commercial coaching industry itself has been significantly influenced by simplistic folk psychology and pseudoscientific approaches. There has been a paucity of solid theory and empirical research. Advances in industrial/organisational psychology often occur from adapting theories, concepts and methods from other subdisciplines of psychology. The explicit linking of coaching practice to existing psychological frameworks and empirical research will help develop an evidence-based approach to coaching. Theories and research that may usefully inform coaching practice include Dweck's implicit person theory, Locke and Latham's goal theory, and a range of sociocognitive theories. The application of findings from empirical research guided by theory are far more likely to prove valuable than coaching based on fads, fashion and folderol. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). ., PsyInfo. ., executive, theory. Article.

This article reviews a series of articles in a special section on "Coaching and Consulting in Multicultural Contexts." It identifies overlapping themes and issues (e.g., the role of perception, culture, pragmatic wisdom, and trust in coaching), as well as issues still to be addressed. It is argued that much work remains to be done to establish an empirical basis for hypotheses generated by the series. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). ., PsyInfo. ., executive, theory. Article.

This phenomenological study is set in the context of leadership development in the National Health Service (NHS). The aim of the study was to provide an in-depth understanding of the Royal College of Nursing Clinical Leadership Development Programme (RCN CLP) participants' experience of the coaching component of the programme. In-depth interviews were undertaken with eight clinical leaders who had recently completed the RCN CLP. The overarching theme emerging from the data suggested that coaching was seen as an opportunity for 'stepping off the treadmill'. This main theme is underpinned by a further eighteen theme clusters, organised into 6 categories: out and in the comfort zone; mirror mirror; unconditional positive regard; creative conversations; ripple effect; and I'm OK, you're OK. In this paper, the implications of the findings are discussed and recommendations for further research identified. International Journal of Evidence Based Coaching and Mentoring. ., executive, case studies. Empirical.

(2007) MacKie, D. "Evaluating the effectiveness of executive coaching: Where are we now and where do we need to be?" Australian Psychologist 42(4): 310-318
To date there have been no universally accepted criteria for what constitutes a successful outcome in executive coaching. This has been partly a function of the range of activities undertaken within the coaching medium and partly the fact that commercial realities mitigate against controlled trials teasing out mediating and moderating variables. Consequently we may need to look elsewhere for some inspiration in how to assess outcome in executive coaching. Both the training and psychotherapy literature have a long history in addressing the problem of evaluating outcomes in their respective domains. The Kirkpatrick model of four-stage evaluation is now nearly 50 years old and suggests key criteria for the effective evaluation of training and management development interventions. The psychotherapy literature has by necessity advocated controlled trials of different therapies and established key process and outcome variables that predict an effective intervention. Incorporating some of their key insights and findings on evaluation should help to accelerate the executive coaching evidence base. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsyInfo. ., Executive, theory. Article.
(2007) Mansi, A. "Executive coaching and psychometrics: A case study evaluating the use of the Hogan Personality Inventory (HPI) and the Hogan Development Survey (HDS) in senior management coaching." The Coaching Psychologist 3(2): 53-58

Individual personality differences can, at times of pressure, manifest as extreme traits so that attention to detail, for instance, can show as perfectionism. These personality differences, referred to here as 'the dark sides' of personality, can result in dysfunctional behaviour at work, and impact on individuals, teams and the organisation. This article will explain how two psychometric measurements: the Hogan Personality Inventory and the Hogan Development Survey were used to assess for potential dark side behaviours, and were incorporated into a developmental coaching programme for a senior manager. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, case-study, validated. Empirical.


The purpose of this study was to identify the critical aspects in coaching outcomes as perceived by experienced coaches in the United States in both business and life coaching settings. Nineteen coaches provided a total of 109 critical incidents that led the client to the coaching process. Six dimensions of coaching emerged from the coding process: personal philosophies of coaching, coach functions, the coaching process, breakdown and success factors, precipitating factors and outcomes of coaching. A model was constructed to depict the relationship of the dimensions to one another. The personal philosophy of the coach influenced every other dimension. The coach functions were separated from the coaching process as they were intertwined throughout the coaching process and influenced the coaching process along with personal philosophies. The coaching process influenced factors of breakdown and success as did personal philosophies and coach functions. Factors that led to unsuccessful outcomes or breakdowns in coaching were therapeutic issues, coach/client mismatch, a lack of a willingness or ability to take action and make commitments, unrealistic expectations, lack of depth and flow in the coaching process, and negative mindsets that could not be shifted. Conversely, factors that led to successful coaching outcomes were the client connection, unconditional positive regard, the coach selection process, establishing a strong connection between coach and client, client accountability, openness and motivation. The tacit knowledge of the coach became an integral component of the study as coaches related the incidents of success and lack of success as coaches engaged in a coaching process that reflected their personal theories and perspectives. These theories could often be related back to foundational theories of coaching such as client-centered therapy, transformational learning, systems theory, and adult development theories and had become a source of tacit knowledge for study participants. The unplanned or unexpected outcomes revealed the impact of coaching on the whole person or system. Coaches reported that as clients gained successes in one area of their lives, improvement in other areas was also experienced. The electronic version of the dissertation is accessible at the OhioLink ETD center http://www.ohiolink.edu/etd/. (PsycINFO Database Record (c) 2008 APA, all rights reserved). Psychnfo. ., life, survey. PhD.


This article presents the results of a study that was interested in examining the success of coaching programs at large companies. The study addressed questions regarding to what degree coaching has influenced an organization's capabilities, the benefits of using internal vs. external coaches, how a company's effectiveness is influenced by coaching and how companies manage the coaching process and measure its impact. The authors note that participation in the study was through self-report and discuss possible biases that may arise as a result. They examine the nature and prevalence of coaching in the work environment and discuss who benefits the most from coaching. They conclude by offering several recommendations to promote the effectiveness of coaching programs. BusinessSourcePremier. ., executive, survey. Empirical.


This practical paper is based on a skills session as delivered at the first International Coaching Psychology Conference held in 2006. It commences by discussing the use of psychometrics in general by emphasising the four psychometric principles as hallmarks of a good test; and outlining some of the advantages and potential limitations of psychometrics. In this paper a contemporary instrument, the Saville Consulting Wave® is introduced and its application is discussed in relation to coaching, with particular reference to a performance coaching context at work. It is concluded that no psychometric test is a panacea for each and every situation, but that skilful use greatly enhances the coaching process. . Psychnfo. ., executive, theory. Article.


The current article examines the practice of coaching as a possible alternative to conventional therapy for men. Although overviews of coaching have been outlined, none have specifically addressed how this particular helping modality might fit with the cultural demands of men resistant to conventional sources of professional help. This
article provides suggestions for how coaching may address possible conflicts and paradoxes between men's gender role socialization and help-seeking attitudes and behaviors, as well as overviews some of the problems within the current practice of coaching. Suggestions for research with using coaching are also addressed. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory. Article. 


Moreno's concepts of role and spontaneity offer a useful methodology for psychological coaching. A central principle in Moreno's approach is that strengthening spontaneity and creativity through free-flowing enactment of a person's core concerns can produce the conditions that generate new and constructive responses to problematic situations. A coach, trained in Moreno's approach, can apply the concepts of role and spontaneity to promote and develop healthy functioning by helping clients access their capacity for self-direction, experimentation, self-review and purposeful action. This paper presents the principles of role-training and illustrates its application in an individual coaching context. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). PsycInfo. , executive, case study. Empirical. 


The article explores executive leadership styles and how coaching can help physician executives become better leaders. It refers to Ronald Haifetz who in "The Work of Leadership," has discussed the adaptive traits of leaders that include vision, and the ability to ask the right questions. It argues that the coaching is necessary for executives as it helps them focus on current possibilities. BusinessSourcePremier. , executive, theory. Article. 


The purpose of this exploratory study was to compare coaching behaviors as they relate to the underlying cultural values of Saudi Arabian and U.S. managers. The Coaching Behaviors Inventory (Noer, 2005) was administered to 80 Saudi Arabian and 71 U.S. managers to measure the frequency with which they exhibited assessing, challenging and supporting coaching behaviors. Results indicated that, relative to their U.S. counterparts, the Saudi Arabian managers 1) demonstrated more overall homogeneity in their coaching behaviors and 2) scored significantly higher on the supporting and challenging dimensions. Implications for U.S. and Saudi coaching relationships as well as the use of effective coaching behaviors to facilitate deeper and more authentic cross-cultural communications are discussed. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , executive, survey. Empirical. 


Resistance from coachees is a problem met by executive coaches in all fields. The continued interest in executive coaching by organisations has seen coaching beginning to be used more widely. An increasing number of low and average performing managers are following their high performing peers into the executive coaching room. One particular challenge facing the coaching psychologist is how to engage individuals where motivation for change is low. This paper draws on a five-stage model for behaviour change and an approach developed in the clinical setting which can usefully be applied to executive coaching to help the coaching psychologist address some of these behavioural challenges and add to their core coaching techniques through combining Motivational Interviewing (MI) techniques with their existing repertoire of skills. The paper starts with a review of the development of motivational interviewing, before moving to explore the evidence for MI as an intervention, which is largely within the health sector. The paper builds on this evidence by exploring how MI may be applied within non-clinical settings, as a tool to address poor performance resulting from low motivation to change. The paper also suggests other potential uses for MI such as in health coaching around stop smoking campaigns or obesity. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. , Executive, theory, client. Article. 


This article explores the difference between executive coaching and mentoring. It argues that the boundary between the two is more blurred than is sometimes suggested. In order to do this the article draws on a range of literature in order to examine aspects of coaching and mentoring behaviour. The paper goes on to argue that coachees value behaviours which are more often associated with mentoring than coaching, such as sector knowledge and an understanding of leadership dilemmas. It is often claimed that the mentor brings career and business knowledge, while the coach is free from this clutter and brings a more independent perspective. This article challenges this view. PsycInfo. , Executive, theory. Article. 

Executive coaching has grown in popularity, but in spite of this growth, the use of sophisticated approaches appears limited. This article brings together a series of evidence-based approaches to build an integrated model for executive coaching, which can be described as integrative coaching. This model uses the concept of working at multiple levels with coaches; behavioral, cognitive, and unconscious. It combines these elements into "streams," which the coach works across seamlessly. The model recognizes the central importance of building a coaching partnership and the role of emotional intelligence in this process with a focus on improving performance at work. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsychInfo. , Executive, theory. Article.


This paper asks the question: what do coaching psychologists bring to the developing market of executive coaching? While psychologists are trained in human behaviour, this paper argues that their real unique contribution may be their ability to undertake high quality research. The paper moves to summarise executive coaching research to date, and to suggest new areas for study, drawing from a review of counselling research history over the past five decades. Finally, the paper calls for coaching psychologists to address three key research strands, with the objectives of: evidencing the impact of coaching on performance, improving coaching practice and assisting in identifying the key components required for effective coaching training. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsychInfo. , Executive, industry, theory. Article.


Many executive coaches today find themselves working with leaders from a variety of cultural backgrounds, as well as coaching leaders who work with culturally diverse teams. It is therefore increasingly important that coaches understand the role of culture in their work. This article begins with an overview of several ways that culture plays a role in coaching, including an exploration of how assumptions about culture can positively or negatively impact a coach's approach and their ultimate success with a given individual. A second section provides three general principles for coaching across cultures, emphasizing the importance of using cross-cultural knowledge as a way to customize coaching to each person. The third section focuses on five essential conditions for learning--insight, motivating, capabilities, real-world practice, and accountability--and how cultural differences can influence various steps in the coaching process. A variety of examples for each condition highlight specific tools and techniques that coaches can use. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsychInfo. , Executive, theory, industry. Article.


Despite a proliferation of 'one-to-one' taking practices that include counselling, psychotherapy and coaching, the existing approaches do not seem to be fully adequate, starting from their very names to, more importantly, the help that they can offer to clients. Broadly speaking, counselling and psychotherapy are mostly remedial, and usually lack more 'positive' or pro-active elements. Coaching, on the other hand, can be charged with not addressing deeper, underlying issues, and consequently being superficial. Personal consultancy approach allows practitioners to integrate the depth perspective, offered by counselling and psychotherapy, with an opportunity to make constructive, practical changes, associated with coaching. This is possible because all of these practices, in fact, use similar skills, and their domains already overlap to a large extent. In building its framework three essential elements of 'one-to-one' practices are considered first: the client, the consultant and the interaction (relationship) between them. On this basis four stages of the personal consultancy process are suggested: authentic listening, re-balancing, generating and supporting. The paper will expand on them, discussing the appropriate attitudes, methods, and techniques that can be used at each stage, in order to assist the process. PsychInfo. , executive, theory. Article.


Global corporations usually settle on a list of management competencies that they use to select, appraise, and coach managers in all of their locations around the world. When first-time coaching managers are outside of this corporate world, they can be surprised to learn that there are some very different views on the competencies needed to be an effective manager. The asset management model described in this article evolved over several years of experience in coaching managers in underdeveloped nations from Africa through Asia. These coaching cases included government managers who were controlling millions of dollars of foreign aid and essential public services; they also included managers of small businesses who were providing employment and growing the local economy. An asset management model offers a culturally appropriate framework that defines management competency in terms of three core concepts: ambition, asset leverage and innovation. The model has since proven useful as a framework for coaching inexperienced managers in small high-tech and .tech firms in the United States. [ABSTRACT FROM AUTHOR]. BusinessSourcePremier. , executive, theory Article.
Objective: To examine the effectiveness of an intervention programme in fostering hope (Snyder, 1994), athletic and academic performance in university student-athletes participating in a mandatory structured study. Design: A two-group (hope facilitation intervention vs. no intervention control) pre- vs. post-test design was employed. Between pretest and post-test the intervention group was exposed to a six-week (12 session) intervention to foster hope. Method: Division I NCAA-member institution University varsity athletic team members were administered measures on the key dependent variables (dispositional and state hope, academic and athletic domain hope, and perceived athletic and academic performance). Using stratified random sampling, 44 student-athletes were selected. Intervention and control groups were each composed of 22 student-athletes (nine female, 13 male; 10 female, 12 male, respectively), with a mean age of 19 years. Results: Repeated measures ANOVA results showed that the intervention programme participants did not differ significantly from the control participants at Time 1 on hope (dispositional, state, athletic and academic), athletic and academic performance. However, after taking part in the six-week hope building programme the intervention group student-athletes' state hope total scores significantly increased. Conclusions: The study hypothesis was partially supported; the intervention programme was effective in fostering university student-athletes' state hope. Support was not found for the effectiveness of the intervention programme in fostering dispositional hope, academic and athletic domain hope or perceptions of athletic and academic performance.


This study explores the nature and impact of the principle-based leadership trainings and business consultations undertaken by a small group private practice, referred to as West Coast Psychological Associates (WCPA), at a multinational defense contractor, referred to as East Coast Defense Contractor (ECDC). The group's interventions are based on an understanding of human psychological functioning discovered in the 1970's, and initially utilized as a clinical treatment methodology. Over the past three decades, this approach has been adapted to the fields of prevention, community revitalization, criminal justice, and education, where it is referred to as Health Realization. The formless principles at the heart of this understanding, Mind, Thought, and Consciousness, explain how human beings internally create life experience. The supposition that internal factors give rise to mental illness is a radical departure from conventional etiological models that view psychological experience as a reflection of external circumstances. The study's literature review explicates these principles, their implications and diverse applications. Additionally, an abbreviated review of the executive coaching literature is provided in order to showcase the difference between existing coaching methods and principle-based consultations. A qualitative, case study methodology was utilized for this research. Nine interviews were conducted, two with consultants at WCPA, and seven with executives at ECDC. The consultant interviews generated historical data on the group's relationship with the subject company and data on the characteristics of their interventions. The executive interviews described the personal and collective impact of principle-based consultations, their effect on the company's culture and their relationship to business performance. Results revealed a rich, narrative description of one company's transformation as a result of the principle-based understanding. Additionally, some of the psychological pathways whereby mental well-being contributes to business success were uncovered. Themes included a shift out of a victim mentality, greater humility, enhanced creativity, improved trust and rapport, and heightened levels of self-awareness amongst employees. The study concludes by differentiating principle-based executive coaching practices from psychodynamic, systems, cognitive-behavioral, and developmental coaching approaches, and it asserts that principle-based business consultations have the power to improve the lives of a company's employees and generate tangible business results.


This study explores the nature and impact of the principle-based leadership trainings and business consultations undertaken by a small group private practice, referred to as West Coast Psychological Associates (WCPA), at a multinational defense contractor, referred to as East Coast Defense Contractor (ECDC). The group's interventions are based on an understanding of human psychological functioning discovered in the 1970's, and initially utilized as a clinical treatment methodology. Over the past three decades, this approach has been adapted to the fields of prevention, community revitalization, criminal justice, and education, where it is referred to as Health Realization. The formless principles at the heart of this understanding, Mind, Thought, and Consciousness, explain how human beings internally create life experience. The supposition that internal factors give rise to mental illness is a radical departure from conventional etiological models that view psychological experience as a reflection of external circumstances. The study's literature review explicates these principles, their implications and diverse applications. Additionally, an abbreviated review of the executive coaching literature is provided in order to showcase the difference between existing coaching methods and principle-based consultations. A qualitative, case study methodology was utilized for this research. Nine interviews were conducted, two with consultants at WCPA, and seven with executives at ECDC. The consultant interviews generated historical data on the group's relationship with the subject company and data on the characteristics of their interventions. The executive interviews described the personal and collective impact of principle-based consultations, their effect on the company's culture and their relationship to business performance. Results revealed a rich, narrative description of one company's transformation as a result of the principle-based understanding. Additionally, some of the psychological pathways whereby mental well-being contributes to business success were uncovered. Themes included a shift out of a victim mentality, greater humility, enhanced creativity, improved trust and rapport, and heightened levels of self-awareness amongst employees. The study concludes by differentiating principle-based executive coaching practices from psychodynamic, systems, cognitive-behavioral, and developmental coaching approaches, and it asserts that principle-based business consultations have the power to improve the lives of a company's employees and generate tangible business results.


This article describes a model, benefits, and outcomes of a coaching and support group for managers. Professionals in the University of Texas at Austin Employee Assistance Program have created manager groups to support and coach managers in areas of skill development, including interpersonal challenges and communication, while providing a confidential forum for professional discussion. It is basic practice for EAPs to provide support to employees dealing with personal problems and one-on-one consultation for managers about an employee; however, few, if any, EAPs provide group coaching for managers in their roles as leaders. By facilitating manager groups EAPs can help reduce managers' stress and build their supportive and professional networks while helping to develop managers' communication and "soft skills." A model is presented to demonstrate the format of the manager groups facilitated at the University of Texas at Austin. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycINFO. , group, theory. Article.

This article describes a model, benefits, and outcomes of a coaching and support group for managers. Professionals in the University of Texas at Austin Employee Assistance Program have created manager groups to support and coach managers in areas of skill development, including interpersonal challenges and communication, while providing confidentiality and professional support. It is a practical approach to the challenges faced by managers and provides a platform for discussion and sharing of experiences.

The use of executive coaching as a developmental intervention for managers has increased dramatically during the past decade. This article examines the potential benefits of psychodramatic concepts for executive coaching. It describes the specific demands and challenges of managerial work and integrates them from the perspective of psychodramatic concepts. The derived tasks of coaching are integrated into the model of a circular coaching process and are discussed in relation to psychodramatic methods.

Coaching is a practice without limits on its scope, lacking theoretical foundations, and meaningful accreditation. The discipline of positive psychology can provide coaching with an evidence-based framework and a defined scope of practice. Further, positive psychology can provide a range of valid measures, evidence-based interventions, and references from which to develop meaningful training and accreditation processes. The origins of life coaching and executive coaching are explored; along with current media interest which is argued may be influencing the image of life coaching.

A review of life coaching was conducted using counseling and counseling psychology as a comparison to highlight the potential risk of unethical practice due to inadequate research and a lack of industry regulation. The origins of life coaching and executive coaching are explored; along with current media interest which is argued may be influencing the image of life coaching. The stigma of seeking therapy is one potential driver of the current upsurge in interest in life coaching and coaching are explored; along with current media interest which is argued may be influencing the image of life coaching.
to individuals may provide a theoretical framework for executive coaching efforts and reduce the criticism and chaos. BusinessSourcePremier. ., executive, theory. Article.


Objective: To determine if self-selection is an effective way to match positive interventions to individuals. Design: Each time a participant in the choice group selected one of four positive interventions, a depression-matched yoked control participant was assigned the same intervention. Method: Positive interventions and surveys were administered online. Happiness and depression were assessed at baseline, one week, and two weeks. Results: If participants could identify the positive intervention that was most suitable for them, then interventions should have been more effective for the choice group than for the yoked control group. This was not observed. Both groups experienced significantly increased happiness and decreased depression, but the magnitudes of these changes did not significantly differ between groups. Conclusions: These data suggest that self-selection may not be a good way to identify well-suited positive interventions, and that other selection approaches should be investigated. PsycInfo. ., executive, theory. Article.


Objectives: There is increasing recognition of coaching's situated nature. Different emphases in coaching are being utilised in different contexts with differing performance expectations. Life coaching has witnessed rapid growth within the last five years, primarily outside but increasingly within the workplace. The objective of this research is to establish the understanding, utilisation, and outcomes associated with life coaching in the workplace. Practices and reported outcomes are explored within small- and medium-sized organisations together with large organisations. Private, public and community and voluntary sector organisations are sampled. Methodology: A postal questionnaire assessing 39 potential organisational outcomes, 93 potential individual outcomes and 21 potential procurement criteria for both performance and life coaching was developed. Responses from 51 organisations were obtained. Results: Life coaching is found to be less well understood than performance coaching. Significant differences between organisational sizes and sectors in practices and perceived outcomes are identified. Coaching has significantly less impact upon entrepreneurship and social purpose outcomes than more general organisational outcomes. The outcomes more typically associated with life coaching are not secured to the same extent as outcomes typically associated with performance coaching. Both coaching in general and life coaching secure rectification outcomes to a greater extent than positive well-being outcomes. There are significant differences in procurement criteria for performance and life coaching. Conclusions: A potential role for a life dimension in workplace coaching may be evolving. The contribution of the current study and other prospective research towards the development of theory and practice are discussed. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., life, survey. .. Empirical.


Although several authors have argued for the development of an evidence-based approach to coaching practice, few attempts have been made to draw support for these arguments by examining events of the recent past. This paper seeks to learn some lessons from history by exploring events surrounding the rise and fall of the human potential movement (HPM), which occurred between the 1940s and 1970s. The demise of the HPM is of relevance to the coaching industry because it powerfully illustrates how the promise and potential of innovative practices can be easily lost when its practitioners become disconnected from theoretically sound rationales and solid research. It is argued that the longevity of the coaching industry will be dependent upon the degree to which it embraces the evidence-based practice ethos, and concludes by outlining recent contributions made by psychologists to the advance of evidence-based coaching practice. (PsycINFO Database Record (c) 2007 APA, all rights reserved) (journal abstract). PsycInfo. ., executive, industry. Article.


As the demand for an evidence-based approach to coaching grows, so does the need for rigorous outcome measures. However, despite the fact that coaching is a goal-focused process, there has been little discussion in the coaching literature about different approaches to measuring goal attainment. Given that goal attainment represents a key dependent variable for coaching interventions, it is important that this gap in the literature be addressed. This paper seeks to stimulate discussion about this important issue by describing an approach to the measurement of goal outcomes, Goal Attainment Scaling (GAS), and discussing the strengths and limitations of the approach. Whilst goal attainment processes are multifaceted and measurement is complicated by a multiplicity of goal constructs and the inherent instability of goals, it is argued that the GAS methodology offers coaches a way of neutralising some of these challenges. In addition, GAS has the potential to stimulate dialogue between practitioners and researchers, as it could provide a methodological framework and language accessible to both. PsycInfo. ., executive, theory. Article.
Few studies have investigated the impact of life coaching on self-regulated behavior and well-being. A limitation of past studies has been their reliance on peer rather than professional coaches. The present randomized controlled study compared peer with professional life coaching over a 10-week period with 63 participants. Results indicated that, compared to peer coachees and controls, coachees of professional coaches were more engaged in the coaching process, had greater goal commitment and progression, and greater well-being in terms of environmental mastery; other facets of well-being did not change. The results suggest that the presence of a supportive person may be a necessary but insufficient condition for enhancing goal striving and highlight the importance of expertise in coaching. Recommendations are made for future research and for using life coaching as a methodology for applied positive psychology.

In this article, coaching shall be presented as a specific form of conversational process between a coach and a focus person - the coachee - with the aim to give the focus person a developmental space and thereby the possibility for reflection and renewed understanding: (1) about his/her own experiences in relation to a specific context; and (2) about specific relationships, co-ordinated actions with others and about the processes of negotiation in a specific social situation. Theoretically, the ambition is to combine a phenomenological and experience-based perspective with a social constructionist-relational perspective. Both approaches base their ideas on concepts of meaning. It is the aim of the author to integrate these two approaches both theoretically and in regard to their applicability in the coaching process.

Life coaching is becoming a recognized way to improve executive and organizational performance. The term executive coaching was coined by the Division of Consulting Psychology of the American Psychological Association, but executive coaching is not therapy. It is a client focused process that engages the executive in conversation to address performance gaps and organizational outcomes. A literature review on executive coaching showed that executive coaching is an international phenomenon that focuses on managerial and leadership development, yet there is little information relating to coaching executive women. This study addresses a gap in the research by specifically focusing on the impact executive coaching is having in the job performance of executive women. The results of this study indicate that executive women are satisfied with their executive coaching experience, are learning skills, changing job behavior, and improving job performance as a direct result of participating in executive coaching.

This study examines the cultural awareness of professionals working in organisations. Given the multicultural nature of today's workforce, it is becoming increasingly important for companies and coaches alike to take into account how cross-cultural differences may affect daily working practices. The study draws on a review of current research into cultural dimensions and looks at the complex relationship between personality and culture - our 'cultural baggage'. In order to explore the opinions and cultural awareness of participants, a questionnaire was developed. The purpose of the questionnaire was to identify themes and orientations to cross-cultural issues in terms not only of communality but also of paradoxes. The results highlighted a high level of recognition of cultural dilemmas and a perceived need and willingness to address and reconcile them. However, the diversity of opinions about the potential benefits of specific methods of addressing cultural dilemmas suggested considerable uncertainty about dealing with cross cultural issues.

In this article, coaching shall be presented as a specific form of conversational process between a coach and a focus person - the coachee - with the aim to give the focus person a developmental space and thereby the possibility for reflection and renewed understanding: (1) about his/her own experiences in relation to a specific context; and (2) about specific relationships, co-ordinated actions with others and about the processes of negotiation in a specific social situation. Theoretically, the ambition is to combine a phenomenological and experience-based perspective with a social constructionist-relational perspective. Both approaches base their ideas on concepts of meaning. It is the aim of the author to integrate these two approaches both theoretically and in regard to their applicability in the coaching process.

Coaching has emerged as a potentially powerful leadership development approach, capable of effectively blending theoretical knowledge and practical skills in onsite training. To date, little research on the use of coaching in the construction industry has been published and the coaching literature is primarily written by coaches with vested interests. In addition, there are a limited number of critical and empirical evaluations of the approach. A year-long action research coaching project in the Swedish construction industry shows that site managers participating in the coaching programme developed skills for reflecting on their work life situation, improved their communication, and became better equipped for seeing a broader range of perspectives in their work. In addition, the coaching programme opened up new discussions in the construction projects, which benefited further communication. The overall reception of the coaching programme was enthusiastic. While coaching does not come without costs and efforts, it may serve as a way to enhance and sustain organizational development.
a leadership development approach capable of helping site managers develop their leadership skills, cope with work-family conflicts, and improve their communication. BusinessSourcePremier. , executive, case study. Empirical.


Purpose — The article looks at how coaching has become more accessible and functional with direct benefits for the individual and the organization. Design/methodology/approach — The coaching program in each example sited was developed and delivered over a period of several months. In most instances, coaching was included as assessment of needs, group based training (a workshop) followed by tailored coaching. Key outcomes and goals were agreed between the coach and the individual. Findings — Results were measured by holding a review to assess the issues, barriers, objectives, learning and successes. Originality/value — The following key learning points are outlined: recipient and coach clarify and agree objectives; engage and gain commitment to the coaching plan; assess activity to track learning and measure results; integrate the learning into the workplace; and encourage recognition of successes and celebrate them.]. BusinessSourcePremier. Article.


This study of a university peer-mentoring training programme evaluated mentor reaction, learning, transfer of learning and impact on organizational goals. Using quantitative and qualitative measures, the study found that the mentors reacted positively to the training, that training enabled mentors to develop and reinforce skills and encourage them to establish and maintain networks, or social capital, throughout the university. Peer-mentors reported transferring skills and identified effects beyond mentoring. The study affords insights into the training requirements and learning experience of peer-mentors and shows that mentor training is indispensable in providing tools and techniques and an opportunity to reflect on practice, and in facilitating the feedback necessary to continuous improvement in the mentoring capacity. PsycINFO. , executive, survey. Empirical.

(2007) Topp, E. M. "Presence-based coaching: The practice of presence in relation to goal-directed activity (mindfulness, coaching)." Dissertation Abstracts International: Section B: The Sciences and Engineering. Vol 67(7-B), 2007, pp. 4144. This dissertation introduces a new scholar-practitioner model to the professional coaching literature called Presence-Based Coaching (PBC). Presence-Based Coaching is a counter intuitive approach to goal attainment based on increasing present-moment attention and awareness, and was developed from the Mindfulness Meditation, Flow, Presence, and Taoist literature. PBC consists of the 4-step process of stop, observe, align, and allow. Fifteen entrepreneurs underwent a 6-week coaching program applying the PBC model to self-selected goals. Qualitative data from participants' weekly reflection papers and quantitative data from a pilot 360-degree feedback instrument completed by both participants and outside observers suggest that practicing Presence can influence both what one does and how one does it. Specific findings indicate that the PBC model supports goal attainment through discovering new approaches to work, increasing focus and calm, promoting wholeness, and supporting the clarification of values and priorities. This study introduced and tested a 360-degree assessment tool consisting of 4 10-item subscales. Initial results from the 360-degree instrument indicate that scale construction and subscale correlations were positive (Standardized Cronbach Coefficient Alpha: 0.69–0.91). Nine out of 40 items showed significant changes in means from pre-post test at the (p<.05) level for self-raters while 15 out of 40 items showed significant changes in means for other raters. Additional findings suggest that (a) the PBC model facilitates a relatively predictable growth process, (b) affects the personal and professional relationships of clients, and (c) supports differentiation, or authenticity, which may affect one's goal attainment strategies or value system in general. Finally, this dissertation introduces a model for examining professional coaching interventions on a spectrum ranging from Doing to Being oriented practices or activities: from practical concrete actions to more contemplative and existential considerations that affect the manifest life of the client.* *This dissertation is a compound document (contains both a paper copy and a CD as part of the dissertation). The CD requires the following system requirements: Adobe Acrobat. (PsycINFO Database Record (c) 2007 APA, all rights reserved). PsycINFO. , executive, between-subject design. PhD.


Rule number one in leadership is that you cannot do everything yourself. Well, not unless you never sleep, eat or have any semblance of a personal life. Directing is not an effective strategy when managing others in most situations, and is the strategy that is least likely to lead to leadership skill development. In essence, this tactic requires that you, as the leader, provide specific instructions for staff members and closely supervise task accomplishment. Coaching is an effective strategy that, when used effectively, allows you as the leader to assess where your employees require additional knowledge and skill development in order to deliver consistently effective results. Delegation is an appropriate leadership strategy in a variety of situations. Targeting the appropriate team members, providing assistance as necessary to support knowledge gaps and ensuring open bi-directional communications are critical to the success of your delegation. With focused effort, you will soon have a team with a broad range of skills capable of executing projects on your behalf. And that gives you the opportunity to focus, in a more strategic direction, on your department and your organization. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycINFO. , executive, theory. Article.
Frontline managers in a plurality of manufacturing settings tend to demonstrate a lack of ability to coach and develop employees. Limited empirical research exists to validate the efficacy of specific coaching development interventions for frontline supervisors in high-rate manufacturing settings. The purpose of this study was to examine the validity and reliability of an original survey instrument and introduce an original coaching model and course designed to improve frontline manager coaching ability. A quasi experimental design, employing a posttest-only control and test group, was conducted. The instrument and treatment were tested by gauging the effectiveness of study participants' coaching behavior as a function of subordinate employees' perceptions. The two central research questions are (a) is the new survey instrument valid and reliable, and (b) how does the treatment affect participants' coaching behavior. Two systematic random samples were identified in a manufacturing firm in the Midwest. Participants' subordinates rated their managers' coaching behavior 60 days after the treatment on the 10-item Manager Coaching Behavior Measure (MCBM) survey instrument. A two-tailed t test demonstrated that the test group's coaching behaviors improved significantly over that of the control group. Cronbach's alpha verified the reliability of the instrument. Both the MCBM and the high performance coaching model represent a valid measure and treatment, respectively, for the setting in which they were tested and warrant further testing. The exercises and follow-on activities associated with the course hold the potential to dramatically improve management behavior by developing managers who are better listeners, give timely and constructive feedback, guide employees through their challenges and to their own solutions, help employees put plans in writing, and consistently follow up on those plans to ensure their successful execution. When businesses promote effective coaching, they can expect improved employee relations, employee attendance, productivity, and ultimately greater financial strength. (PsycINFO Database Record (c) 2007 APA, all rights reserved). 

### References

2007 Wangsgard, T. G. "A construct of coaching skills and the effect of an original treatment on management behavior." Dissertation Abstracts International Section A: Humanities and Social Sciences., Vol 67(8-A), 3071


The article discusses a coaching approach to stress in the workplace. Workplace stress can affect a person's work productivity, physical and mental health, musculoskeletal function and immune system. There are several factors which cause workplace stress including personalities, lifestyles and types of job. Management coaching involves wellness coaching in the workplace. BusinessSourcePremier. 


Purpose: Being ‘in flow’ or ‘in the zone’ enables individuals to focus on tasks more fully and to maximise performance. As this phenomenon results in pleasure being experienced whilst mastery is gained, it can be a natural aid to goal-oriented activities such as coaching. This paper explores the applications of flow theory to coaching psychology. Method: Various conditions are thought to influence the acquisition and maintenance of psychological flow. These are reviewed and linked to the work of coaches and coaching psychologists. Results: The literature and models reviewed indicate that flow theory has a number of applications to coaching psychology, and that it can provide a useful framework for coaching psychology practice. Conclusions: This paper suggests how these factors may be captured by coaching methodology thereby: (i) helping the client and coach to find focus and fulfilment during sessions; and (ii) encouraging the client to remain ‘on task’ whilst engaging in goal actioning activities afterwards. PsycInfo. 


This article discusses the value and benefits of coaching as a tool for use with the work force and for leadership development. Coaching requires supervisors to spend more time giving constructive and individualized feedback about performance to employees. Ritu Agarwal and Corey M. Angst of the University of Maryland business school and Massimo Magni of Bocconi University conducted research that found that coaching of salespeople increases performance, productivity, and job satisfaction. They also found that middle managers who received intense coaching did not necessarily coach their subordinates more intensely. They also concluded that coaching might not work with more inward-focused or more easily prescribed functions. BusinessSourcePremier. 

### Notes

2008 (n = 76; A = 50; E = 26; PhD = 6; S = 13; C = 10; WS =3; BS = 1) (RC = 0)

2008 (n = 76; A = 50; E = 26; PhD = 6; S = 13; C = 10; WS =3; BS = 1) (RC = 0)


This study explores the relationship between self-integration, self-complexity, and integrative learning. Drawing from constructivist adult ego development theorists (Kegan, 1994; Loewinger, 1976; 1988; Lahey et al. 1988; Perry, 1999; Piaget, 1962; Rogers, 1951) the definition of self-integration emphasizes a person's transformation in epistemology and meaning making, underlying both psycho-social and cognitive maturation. Building on post-conventional constructivist adult ego development theory (Cook-Greuter, 1999; Johnson, 2000; Kegan, 1994; Lahey, 1986) this is
one of the first empirical explorations of self-integration, operationally defined as two variables, capturing a conventional and a post-conventional component. Important work in this area has been theoretical. Self-integration is operationalized as (1) self-ideal congruence, as measured by Higgins (1985; 1987) and as defined in intentional change theory (Boyatzis and Akrivou, 2006), and (2) self-integrating process, as captured by a newly developed direct response measure based on post-conventional constructivist theory. Self-complexity is operationally defined as the numbers of self-aspects that a person utilizes to represent his/her self internally (Linville, 1987). Integrative learning is measured as adaptive flexibility, the ability for systematic variability in a person's response to different environmental needs (Kolb, 1984). Based on quantitative research methods, overall findings from data collected from 198 adults in management and professional roles confirmed the hypotheses that self complexity is positively related to both measures of integration (self-ideal congruence and self-integrating process), and integrative learning is positively related to the second measure of integration. Age, a control, is positively related to the second measure of integration. Findings support operationalization of self-integration as two distinct variables, being-to my knowledge-the first empirical testing of relevant postconventional ego development theory. This study adds to theories on constructivist adult development (Cook-Greuter, 1999; Kegan, 1994; Lahey, 1986; Lahey et al. 1988; Loewinger, 1976; 1988; Perry, 1999; Piaget, 1962; Rogers, 1951, 1961), self-concept structure (Campbell et al., 2003; Higgins, 1987; Linville, 1985; 1987), experiential learning (Kolb, 1984) and intentional change (Boyatzis, 2006) theories. It adds to theory of leadership, professional and personal development. This study informs applications in organizational practice that aiming in integrating the individual and the organization (Argyris, 1964, Doherty et al., 2007) leadership development and executive coaching. Keywords. Self-Integration, Self-Complexity, Differentiation-Integration, Self-Ideal Congruence, Self-Integrating Process, Adaptive Flexibility, Integrative Learning, Self-Concept Structure, Adult Development, Leadership Development, Experiential Learning Theory, Learning Style, Adaptive Style, Ideal Self, Intentional Change Theory. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo.., executive, survey, PhD.

Background: Studies show that patients who have higher self-efficacy and participate actively in their care have better disease management. Patient-provider Internet portals offer an exciting new venue for empowering and engaging patients in better management of chronic conditions. Objectives: To describe development of an Internet-based health coaching intervention. Approach: An Internet-based health coaching intervention to enhance patient-provider communication regarding three common conditions, chronic pain, depression, and impaired mobility, was developed. Using principles of self-management, the intervention aimed to engage and empower patients to collaborate with their primary care physician in managing their health conditions. Delivered online by nurse electronic coaches (e-coaches), the intervention involved a standardized set of e-mails and worksheets targeting self-efficacy, patient education, and motivation to improve health. Results: Participants in the intervention (N = 121) primarily used the automated elements of the program, although 35% exchanged e-mails with the nurse e-coach. Most patients (88%) who contacted the e-coach were interested in further coaching. Patients who viewed the online worksheets did so repeatedly; 42 patients opened the worksheets 107 times prior to the visit. Discussion: The Internet-based coaching intervention departs substantially from usual nursing care but warrants further study given its potential to offer considerable benefits to large numbers of patients. Several challenges were identified to providing patient coaching and self-management support via the Internet, but this efficient and low-cost approach offers an innovative opportunity to improve patient-clinician partnerships in managing chronic conditions. As patients become more accustomed to electronic communication, nurses can play an important role, joining efforts to develop this new realm to promote patients as partners in managing their health conditions. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo.., health, survey. Empirical.

This paper presents a new approach to understanding how and why colleagues come together in professional partnerships. The ‘Four Constructs’ model looks at the motivations of those deliberately engaging in collegial relationships in a Higher Education context in New Zealand and seeks to determine the common characteristics of objectives around replication, validation, aspiration or exploration. The model draws on many of the strengths identified from studies in the mentoring field, and attempts to extend the discussion to advocate the possibility of a series of relationships, as well as linking these to the expectations and investment by the institution. By understanding the nature of professional relationship drivers, it is then possible to work with new or existing systems, policies and programmes to ensure a better fit for professional and personal development. International Journal of Evidence Based Coaching and Mentoring,. executive, theory. Article.

Objectives: This exploratory study sought to extend the limited knowledge base about the executive coaching industry in Australia. Design: A qualitative process of emergent thematic coding using information from participants.
Methods: 28 Australian executive coaches were interviewed using a qualitative conversational interviewing methodology. Participants were recruited using a snowball survey method in which each participant recommended other potential participants. Results: The findings were that the executive coaching practitioners in this research use a variety of alternative titles apart from ‘executive coach’ and supply other services in conjunction with executive coaching. Additionally it was found that, contrary to previous Australian research, the majority of executive coaching practitioners in this research could identify their direct competitors by name. Also in contrast to past research, most of the participants in this study were trained to recognise mental health problems. The most commonly seen mental health issues in this sample’s clients were stress, depression and anxiety, with personality disorders rarely observed. No coaches in this study charged under A$200 per hour and the majority of participants charged between A$400 and A$799 per hour. Conclusions: The findings in the present study differ in many respects from past research into the Australian coaching industry, particularly in relation to the levels of competitive awareness found in past research into Australian business coaching firms. There may be important differences between Australian executive coaching practitioners and those coaches who specialise in business coaching. Limitations to the study are discussed and suggestions made for future research. PsycInfo. , executive, survey. Empirical.

(2008) Brennan, D. "Coaching in the US: trends and challenges." Coaching: An International Journal of Theory, Research and Practice Volume 1, Issue 1 Coaching as an industry is thriving in the USA. Coaches who work with individuals and teams are increasingly recognised in both public and private organizations. Individuals hire a coach for both professional and personal work. Educational offerings have increased in recent years and now include a growing number of university programs. The quality of and collaboration among coaching programs have also increased over the past several years, adding value and depth to the educational offerings. Coaching is occurring in many parts of society, and there is a growing focus on documenting the effectiveness and value of coaching. This article presents a brief overview of coaching in the USA based on the author's work over the last eight years as a coach practitioner, educator and current president of the International Coach Federation (ICF). This is not intended to be all-inclusive as more is occurring than can be covered in one article. Coaching: An International Journal of Theory, Research and Practice. , executive, industry. Article.

(2008) Britton, K. "Increasing job satisfaction: coaching with evidence-based interventions." Coaching: An International Journal of Theory, Research and Practice Volume 1, Issue 2 Positive psychology offers a number of tools that coaches can use with groups and individuals to raise job satisfaction and engagement. This article describes ways to apply five empirically validated positive interventions: searching for the positive core; intentionally increasing positive emotion; establishing conditions for flow; handling negatives more resiliently; and celebrating positives more effectively. Explanation of each intervention includes its theoretical background, practical ways to adapt it to specific workplace settings, and illustrations from real experience. , executive, theory. Article.

(2008) Brockbank, A. "Is the coaching fit for purpose? A typology of coaching and learning approaches." Coaching: An International Journal of Theory, Research and Practice Volume 1, Issue 2 The paper offers a typology of coaching based on social learning theory, giving four approaches: functionalist, engagement, revolutionary and evolutionary. Each approach adopts a view of reality, which is either subjective or objective, and each approach seeks a learning outcome that is typified by transformation or equilibrium. A range of coaching practices is inspected in relation to three of these approaches using the following questions: Whose purpose? What process? Which learning outcome? The likely learning outcomes are discussed and evaluated and the process of coaching is also discussed. The paper warns of the potential for disappointment when a functionalist or engagement approach is used whilst the client group expects a more evolutionary approach. The paper concludes with recommendations for coaches to ensure that the coaching they are offering is truly fit for purpose. Coaching: An International Journal of Theory, Research and Practice. , executive, theory. Article.

(2008) bvNewton, N. A., C. Khanna, et al. "Workplace failure: Mastering the last taboo." Consulting Psychology Journal: Practice and Research 60(3): 227-245 Consulting psychologists often coach individuals confronting obvious or implied workplace failure. They face the challenge of facilitating clients' ability to learn valuable personal and professional lessons from the experience while helping them negotiate the negative psychological, emotional, and practical consequences of failure in the healthiest way. This article provides a model for understanding failure that can facilitate consultants' effectiveness. The model proposes that there are 3 key steps to successfully negotiating a failure experience: recognizing that failure has occurred, restoring and/or maintaining emotional equilibrium, and learning the appropriate lessons so that one can move forward as a more effective worker. In describing these steps, the article examines the relationship of failure to psychological variables such as self-esteem, self-efficacy, locus of control, and attribution. The authors outline the role that a consulting psychologist can play in assisting someone to successfully negotiate these steps. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsyCInfo. , Executive, theory. Article.
(2008) Campbell, M. "Regulating the regulators: Paving the way for international, evidence-based coaching standards "
International Journal of Evidence Based Coaching and Mentoring Vol. 6, No.1

Attempts to standardise coaching and develop frameworks of accreditation for professional coaches currently appear to be growing as rapidly as the coaching industry itself. Coach training organisations, professional associations and universities are vying to regulate the industry through the development of competencies and standards. However, most existing frameworks of coach regulation are not evidence-based or empirically validated. The International Coach Federation (ICF) is the current leader in the promotion and regulation of professional coaching standards and the largest coach accreditation body in the world. Using the findings from a qualitative grounded theory study of ICF certified coaches and their clients, this paper empirically examines and discusses the ICF coaching core competencies. The paper presents evidence to strengthen the credibility of the ICF core competencies as well as inform their future refinement and, by encouraging further research into existing coach regulation, it paves the way for future shared standards of coaching.

Article.


Sensory Awareness Mindfulness Training is a new set of skills to help clients approach a better life/work equilibrium by balancing cognitive and emotional brain activities. This is achieved through regular connection with one's senses and focusing non-judgementally on the 'here and now' experience of life. The exercises are neither difficult to teach nor to learn; it is, however, necessary for the practitioner and student to enter into a regular routine of implementation for change to occur. Mindfulness is, in a nutshell, a way of being, a new life-style. Research shows that mindfulness interventions have resulted in significant improvements in a range of conditions such as anxiety, depression, stress disorders, chronic pain, psoriasis and relapse prevention, to mention but a few. This article gives a brief overview of using mindfulness interventions in the arena of coaching. It also focuses and describes one small pilot project where Sensory Awareness Mindfulness Training is applied and evaluated. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo.

Article.


This qualitative action research study of middle managers combined coaching, leadership development, and the Keirsey Temperament Sorter II (KTS II). Currently, published academic research provides no research for the use of the KTS II in combination with coaching for leadership development. A coaching intervention for middle managers was designed using content coaching based on Malcolm Baldrige National Quality Award leadership criteria together with coaching focused on the manager's temperament. Participants' individual coaching plans were shaped by the managers' temperament type, with each coaching session building upon the previous coaching sessions in the study, reflecting the emergent nature of action research. During the study, the participants' observable application of the coached leadership behaviors were determined by multirater feedback obtained from supervisors, subordinates, and peers as observed since the coaching began, as well as from the participants' self-assessment of application of coached leadership practices. This study also examined how soon after the implementation of the coaching action plan changes occurred. In the use of coaching as the delivery method for this leadership development program, the researcher was also the coach in order to provide consistency in the coaching. The results of the study revealed an increase in observed leadership behaviors centered on the Baldrige competencies within one month of the onset of the coaching intervention. Recommendations for further research include additional longitudinal study of continued coaching in conjunction with application of the competencies for solidifying participant leadership practice. (PsycINFO Database Record (c) 2008 APA, all rights reserved) . PsycInfo. PhD.


Purpose — There is a hidden paradox inherent in the ideal of continuing professional development (CPD) for executive coaches, stemming from the fact that the coach wishes to retain or preserve the freshness and openness of a "beginner", whilst also acquiring greater robustness and resilience in the face of difficult assignments. The paradox reminds us of the "castle and battlefield" metaphor of Roger Harrison: on the one hand a strong container is needed and on the other vulnerability to allow the coach to be affected and even hurt by the coaching experiences. The objective of this paper is to find ways of resolving this paradox, based on what coaches themselves say about critical moments in their practice. Design/methodology/approach — A total of 69 critical moments as reported by 60 coaches are content-analysed with the help of grounded research. Findings — In the analysis a picture emerges of doubts (instrumental, relational and existential), which the coaching process opens up for coaches, and which CPD may help them become aware of, explore and lay to rest. The most promising methodology for doing this seems to be coaching supervision, conducted in the safest possible environment. Research limitations/implications — From this qualitative research by a single researcher inter-rater reliabilities cannot (yet) be reported. Practical implications — It emerges that what coaches need most from their CPD is robustness in the face of their instrumental and existential doubts, and vulnerability when it comes to their relational doubts. Originality/value — With the growth of the executive coaching...
profession, there is increasing interest in the value of CPD for coaches. Executive coaches are embarking on CPD in large numbers, and are asking what is most relevant to them in their ongoing development. This paper offers empirical data that may inform CPD. BusinessSourcePremier.., executive, case studies Empirical.


How can coaches learn from moments and incidents in their own practice, particularly from moments that somehow feel critical? How can they improve working with the tension and anxiety that such moments will generate, and how might they even make use of such tensions? This is the first report of a research project into critical moments in coaching practice, which looks at critical moments of relatively inexperienced coaches. The second report, which looks at critical moments of much more experienced coaches, can be found as a companion article in this same issue. The sample size of the experienced coaches was 65 and 49 coaches communicating a total of 56 critical moments. Analysis of the moments revealed that they were all somehow related to a doubt that the coach had, so doubt seemed to be the overriding form of tension for the inexperienced coach. The type and nature of doubts are analyzed and the possible impact of (in-)experience is studied. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsyCInfo. , Executive, coach. Article.


A recent study of critical moments of relatively inexperienced coaches in their first year of formal coaching activities yielded new perspectives on the doubts and dilemmas faced by coaches during their coaching conversations (De Haan, 2008). This led me to question whether these same doubts and dilemmas would remain as coaches gained experience or whether new issues would emerge. Experienced coaches were defined as coaches who have at least 8 years coaching practice behind them after completing their formal training or accreditation. The sample size was 110 and 47 coaches responded (43%) communicating a total of 78 critical moments. Analysis of the moments revealed explicit evidence of both unpredictability and a deeper emotional meeting, either positive or negative. This appears to support Carlberg's (1997) conclusions that "unpredictability" and "deeper emotional meeting" always go hand-in-hand. It would seem that the quality of an experienced coach's work is determined primarily by their ability to tolerate tension and deliberately inquire into tensions within coaching relationships; else they are in danger of simply becoming good conversation partners. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsyCInfo. , Executive, case studies, coach. Empirical.


This foreword to the fifth special issue devoted to executive coaching highlights some of the work already done as well as the need for continuing discussion and research. Brief introductions and summaries for each article are included. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsyCInfo. , Executive, theory. Article.


Coaching is at a crossroads as it moves into its second decade as an emergent profession. In some ways, its future will depend in part on its search for a past. As such, this paper offers an historical framework based on Peterson's (1991, 2004) work on the evolving relationship between science and practice in psychology across three eras - the preprofessional, the scientist-practitioner, and the professional - and a fourth era, the postprofessional (Drake, 2005), which began in 1990 with the identification of systemic evidence as an explicit basis for practice. Lessons to be learned from these eras by coaches are identified while recognizing that coaching is, in many ways, an unprecedented phenomenon that requires new levels of thinking. The second half of the paper lays out the possibility that a fifth era is dawning - the era of the artisan - in which coaches are seen as master craftspeople skilled in an applied art. The role of evidence in a new era is explored as part of a larger goal of helping coaches and coaching evolve and, in doing so, find their way home to their deepest calling and contribution. Coaching: An International Journal of Theory, Research and Practice. , executive, industry. Article.


Objective: To assess the effectiveness of a preventive coaching intervention on sickness absence due to psychosocial health complaints and on general well being of employees., Methods: Employees at risk for sickness absence were identified and randomized. The intervention group received the preventive coaching program; the control group received usual care. Primary outcome measure of the trial is sickness absence due to psychosocial health complaints; secondary outcome measures are related to general well being, such as psychological distress, fatigue, and coping., Results: No effect of coaching on self-reported sickness absence due to psychosocial health complaints was found. The intervention group reported statistically significant improved health, declined psychological distress, less burnout,
less need for recovery, and an increased satisfaction with life. Conclusions: This study shows that the coaching intervention primarily has an effect on general well being of employees. (C)2008The American College of Occupational and Environmental Medicine.


Objective: To assess the effectiveness of a preventive coaching intervention on sickness absence due to psychosocial health complaints and on general well being of employees. Methods: Employees at risk for sickness absence were identified and randomized. The intervention group received the preventive coaching program; the control group received usual care. Primary outcome measure of the trial is sickness absence due to psychosocial health complaints; secondary outcome measures are related to general well being, such as psychological distress, fatigue, and coping. Results: No effect of coaching on self-reported sickness absence due to psychosocial health complaints was found. The intervention group reported statistically significant improved health, declined psychological distress, less burnout, less need for recovery, and an increased satisfaction with life. Conclusions: This study shows that the coaching intervention primarily has an effect on general well being of employees. (C)2008The American College of Occupational and Environmental Medicine. health, randomised controlled, empirical.


Motivational Interviewing (MI) has demonstrated efficacy in changing difficult behavior problems that contribute to the rising health care costs associated with chronic diseases and disability. Health care systems employ methods such as MI-based health coaching in service of behavior change. Fifty nurses conducting telephone health coaching with members of a large, national health insurer in the U.S. were recruited to participate in a study designed to examine the role of MI in health coaching. It was hypothesized that the skills of the nurses would predict patient self-exploration and intensity and slope of patient change talk during the session. The nurses were given MI training and ongoing supervision. Up to four recorded sessions per nurse (199 total sessions) were randomly selected and transcribed for analysis. The sessions were coded with the Motivational Interviewing Skill Code (MISC). Initial coding suggested that the calls were complex, most often not about behavior change, and that MI was infrequently used. Patient self-exploration was predicted by the nurse means of the sum of the global ratings, the percent complex reflections, the number of support statements, and the length of the individual session (p=.0361, accounting for 57% of the nurse level variance). There were inadequate data to examine a hypothesis about change talk. A coding system was developed to be used with a random sample of 50 sessions, one per nurse. Each turn-of-talk in the transcript was coded for content, indicating a mean of 22% of total turns-of-talk in a session were about potential target behavior, 20% about medical issues, and 42% about personal issues. Patient responses were rated on the depth of self-exploration and those high in self-exploration (4% of total) analyzed. The results suggested that nurses were not promoting self-exploration. Three calls that included extensive self-exploration are described. A thematic analysis was also conducted on the 50 sessions. Results include discussion of the patient types, the nature of the relationship, structural elements of the calls, and missed opportunities to use MI. Recommendations are made about development of health coaching programs training and supervision of health coaches, and advancements in the MISC. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsychInfo. . health, survey. PhD.


Recognition is growing of the advantages of building a cultural perspective into executive coaching, particularly where executives and managers are working in a globalised business environment. There is somewhat less recognition of the contribution that coaching from a cultural perspective can bring into any business coaching situation, whatever the role or context of the coachee. Culture may be perceived as an integral part of the individual's identity, as well as a set of characteristics held by other groups, and thus an awareness of one's own cultural orientations and preferences is a powerful aid to self-understanding and sustainable success in roles and relationships. This paper presents and discusses the use of an online assessment tool, the Cultural Orientations Framework (COF) assessment tool (www.philrosinski.com) designed for use by coaches and coachees in an individual or team context. The conceptual dimensions of the COF - as operationalised in the tool - are described, and in order to demonstrate the way in which the tool stimulates reflective learning, one of the co-authors presents a heuristic reflective account of an experience of completing the assessment tool online. The authors suggest that, for the coach, using the COF online assessment tool opens up greater awareness and clarity about one's own cultural starting points and assumptions, particularly the cultural foundations of values and beliefs. For coaches, using the assessment tool within the context of a coaching relationship can open the doors to a wider and deeper understanding of learned behaviours; the degree of congruence or incongruence experienced in different aspects of life; and the possibility of consciously choosing different orientations. Coaching: An International Journal of Theory, Research and Practice. ., executive, theory. Article.
(2008) Gorczynski, P. M., Don & Irwin, Jennifer "The Impact of Co-active Coaching on Physically Inactive 12 to 14 Year Olds in Ontario." International Journal of Evidence Based Coaching and Mentoring Vol. 6, No.2
This study assessed the impact of life coaching on physical activity participation, self-efficacy, social support, and perceived behavioural control among physically inactive youth between the ages of 12 and 14 years in London, Ontario. The multiple-baseline across participants single case-experimental design study consisted of five 12 to 14 year olds. Six coaching sessions were conducted over two months by a certified professional Co-active coach. Physical activity increased for one participant while the other participants' physical activity remained unchanged. No significant changes occurred in self-efficacy, social support, and perceived behavioural control with specific regard to becoming more physically active. Results indicated no consistent intervention effects for physical activity. Furthermore, coaching may not be appealing to youth of this age group given the difficulties experienced obtaining the necessary number of participants and the low levels of participant commitment throughout the study. International Journal of Evidence Based Coaching and Mentoring, life, single case-experimental design. Empirical.

In this paper the principles and processes of Appreciative Inquiry (AI) and Appreciative Inquiry Coaching (AIC) are described to illustrate the theory and vision behind a recent paradigm shift in promoting change both in business and everyday life settings. Appreciative Inquiry evolved in the 1980s as a revolutionary and positive philosophy aimed at creating organisational change and is a process that focuses on leveraging an organisation’s core strengths, rather than seeking to overcome or minimise its weaknesses. Appreciative Inquiry has been used to cultivate peak performance leadership in the workplace and appreciative organisational practices have been used to create strategic competitive advantages. The AI 4-D Model (Discovery, Dream, Design and Destiny) is used to illustrate how AIC can be applied by coaching practitioners and additional applications of appreciative coaching that address frequently encountered coaching issues are provided. PsycInfo. executive, theory. Article.

Evidence-based approaches to coach training and education are vital if the coaching industry is to continue to mature. Drawing on past research on mandatory personal therapy for therapists-in-training, this paper reports a qualitative and quantitative within-subject exploration of the impact of compulsory participation in a personal life coaching program for coaches-in-training. Twenty-nine coaches-in-training set personal goals and completed a 10 to 12 week, five-session, solution-focused cognitive-behavioural personal coaching program. Three sessions were face-to-face, two by telephone. Following each coaching session the coach and the coachee independently completed a structured reflection exercise. Participation in the program was associated with reduced anxiety, increased goal attainment, enhanced cognitive hardness and higher levels of personal insight. Participants also had higher end-of-semester marks as compared to a cohort that did not participate in the intensive personal coaching program. There was no change in participants' levels of psychological well-being. Coaching: An International Journal of Theory, Research and Practice. executive, within-subject. Empirical.

The Australian coaching industry is undergoing an important period of maturation, with growing numbers of Australian Universities offering postgraduate degrees in coaching and mentoring. Australian commercial coach training organisations are also increasingly offering government accredited coach training (vocational) programs under the Australian Qualifications Framework. In addition there is an increasing output of Australian coaching-related research. Arguably, some of this research is genuinely cutting edge and world leading. In addition to the coaching-related research being generated by a number of different universities, the Australian Research Council (a government research funding body) has recently awarded at least three large government Grants for research into coaching. Coaching in Australia has become mainstream and shows important signs of being an significant contributor to the global coaching movement. PsycInfo. executive, industry. Article.

Objectives: To identify organisations who offer executive coach training and business coach training in Australia; assessment processes, cost and duration of courses; the delineation between coaching and counselling; marketing claims made; and the qualifications of the owners and trainers. Design: A qualitative process of emergent thematic coding using information from the internet. Methods: Broad categories and themes related to the aims of the study were documented, leading to the identification of a group of core categories and a process of comparison between organisations. Results: More than half the 16 Australian executive coach-training organisations identified offered more than one type of coach training. Four offered a coach franchise. The most common accrediting bodies were the International Coach Federation or the Australian Government Vocational Training Framework. Costs of courses ranged from AUS$3245 to AUS$14,795. Marketing claims included having longevity, being the best school, setting the standard, or having global recognition. Some trainers had no qualifications at all, but the majority of trainers’
qualifications were directly relevant to the field of coaching. The majority of coaching organisations did not make a clear distinction between these two issues. Average longevity of these organisations was 6.75 years. Conclusion: The Australian executive coach and business coach training industry continues to develop. We recommend that, in order to further professionalise executive coach training, all coach trainers should be properly qualified, issues related to identification of mental illness be incorporated into executive coach training, and organisations offering coach franchising provide clear and unambiguous information to prospective clients. PsycInfo. , executive, survey. Empirical.

Recent literature concerning executive coaching consistently points out the need for a better conceptual understanding of the process of coaching. The current paper addresses this need with an emphasis on the role of feedback in executive coaching. Several existing models of the coaching process mention feedback as an important element, but none expand on the role and function of feedback in executive coaching relationships. This paper builds on several existing models of executive coaching and integrates London and Smith's (2002) model of the feedback process to create a model of feedback in executive coaching. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycINFO. , Executive, theory. Article.

The similarities and differences between life coaching and counselling are vigorously debated in the literature and amongst practitioners. However, to date there has been insufficient empirical evidence with extensive focus on the distinctions and significantly less acknowledgement of the similarities. This paper presents findings from in-depth interviews in Australia of five internationally trained life coaches and nine of their clients in various countries. It reviews the distinctions between coaching and counselling presented in the literature and provides qualitative evidence to support, clarify and challenge current claims that the distinction is principally definitional. In so doing, it demonstrates substantive similarities between coaching and counselling and recommends collaboration rather than competition between the two disciplines. Coaching: An International Journal of Theory, Research and Practice. , executive, case studies. Empirical.

Recent years have seen the rapid growth of an emergent 'coaching industry' in many countries with some scholars calling for the development of a 'coaching profession' replete with its own clear identity, clear boundaries and unique body of knowledge. Yet, at the same time, coaching has also been conceived as a necessary area of expertise and skill set among contemporary HRD professionals. Therefore, this article reports the results of a comparative study of the different conceptualizations and definitions of 'coaching' and contemporary HRD as reported in the literature. Results suggest that the intended purposes and processes associated with both fields of practice are virtually the same. The challenge and dilemma posed by these results are described from both a coaching and HRD perspective, and are discussed in terms of seeing the findings of this comparative study as a wake-up call for HRD professionals. BusinessSourcePremier. , executive, industry Article.

This paper explores some of the key challenges facing the growing profession of coaching. These include: ensuring that coaching is meeting the needs of both the coachee and the organisation, and also that there is demonstrable return on investment. To meet these needs it is necessary to ensure quality of practice through such means as supervision and review, establishing an appropriate profession, and moving beyond an individual focus to also focus on the wider
systemic context. The paper is written from a personal perspective, from someone who has been involved in coaching, supervising coaches, advising companies on their coaching strategy and carrying out research in the field of Coaching Supervision. The primary focus is on coaching in the British context, but the author does also include reference to experience in other countries. Coaching: An International Journal of Theory, Research and Practice. , executive, industry. Article.

The article reports on developing managers as qualified coaches at Helena Housing. Liz Haworth, director of customer services at Helena Housing, organizations use coaching in their staff to deliver customer-focused services and believes that they are the only housing association that develops their own coaches, making coaching a behavior and leadership style. The coaching program allowed their staff understand the aims of the association and their role in achieving them, provided an opportunity to learn new skills, and others. BusinessSourcePremier. , executive, theory. Article.

With corporate leadership largely in the hands of aging baby boomers, the urgent need for corporate America to develop the next generation of leaders is beginning to become a priority within organizations. This study explored leadership development and examined the perceived best practices and leadership development needs of 10 emerging high-potential middle managers within information technology organizations in the Washington, DC, metropolitan area. The goal of the study was to assess what this particular group of emerging leaders reported to be their coaching needs at this time. The research utilized a descriptive case study mix design utilizing in-depth individual interviews and the Kouzes and Posner Leadership Practices Inventory (LPI) self-assessment. This study will add to the leadership development literature by providing a resource of knowledge about the coaching needs of the emerging leader population, which should build upon the executive coaching body of knowledge. Key findings demonstrated a need for coaching in three major areas: challenging the process and working in ambiguity, modeling effective leadership behaviors, and mastering emotional intelligence skills. The results of this study should be of theoretical use to consulting psychology researchers as well as practical use to industrial-organizational psychologists and other leadership development practitioners responsible for leadership development and succession planning strategies. (PsycINFO Database Record (c) 2009 APA, all rights reserved). PsycInfo. , Executive, case study, validated. PhD.

There has been a substantial increase in the application of sport psychology theory and practice in business settings in recent years. This paper outlines points of intersection and divergence between sport and business, and provides examples from sport that are of use in business settings. This paper also draws upon Orlick’s 2008 evidence-based model of excellence, as a vehicle for illustrating key skills associated with peak performance across a variety of high-stress domains including sport, music, and medicine. We posit that this model can be applied to improving performance in the corporate world. The ‘Wheel of Excellence’ model incorporates seven key elements, with Focus as the hub, in addition to commitment, Mental Readiness, Positive Images, Confidence, Distraction Control, and Ongoing Learning. Given the close parallels between business and sport psychology, it is anticipated that increasing attention will be devoted to their integration and application crossover in the future. . PsycInfo. , executive, theory. Article.

(2008) Ives, Y. "What is ‘Coaching’? An Exploration of Conflicting Paradigms " International Journal of Evidence Based Coaching and Mentoring Vol. 6, No.2
This paper sets out the argument that quite fundamental issues, both theoretical and practical, divide the various approaches to coaching. It does not suggest that any one approach is better or right; each approach would be more appropriate in particular situations. However, by understanding more clearly the nature of the difference between approaches, it will also be easier to fit a coaching model to specific situations. It is argued here that goal-oriented approaches to coaching generally have a different perspective than therapeutic or personal-development approaches on the role of the coach and on the objective of coaching. . International Journal of Evidence Based Coaching and Mentoring , executive, theory. Article.

Executive coaching is a relatively new leadership development intervention that continues to gain in popularity. Thus far, most empirical research on coaching has examined the effectiveness of interventions, but it remains unclear what components of coaching lead to desired outcomes. The current study develops a model of coaching that identifies factors that are key to success. Development of the conceptual model was based on a comprehensive literature review and in-depth interviews with eight seasoned coaches. Interviews were coded to identify themes mentioned most frequently and consistently. Based on both the interviews and literature review, the following themes emerged: Client Engagement, Organizational Support, Coaching Practices, and Trust. Phase Two of the study tested the model more broadly. A group of 36 executive coaches were asked to recall both a highly successful and highly unsuccessful...
coaching engagement. Following each, they rated the extent to which the four dimensions were present during the coaching process. The findings supported the four-factor model of coaching effectiveness. Client Engagement, defined as the client's intrinsic motivation and willingness to be effortful throughout coaching, appeared to be the most critical component. Organizational Support and Coaching Practices were also found to be important. Organizational Support described the need for the client's environment to accept and support the coaching efforts. Coaching Practices described skills fundamental to the coach (e.g., goal-setting, providing feedback, follow-up).

Finally, Trust, anticipated to be a strong predictor of coaching success, was found to be a significant but weaker predictor of outcome. The empirically supported model has several implications for organizations, coaches, and researchers alike. Organizations should determine the readiness for coaching on the part of the potential client as well as the organization. Coaches too need to complete the same "readiness" assessment and be prepared to address any issues that may arise. Additionally, coaches need to monitor the quality of the coaching relationship (e.g., client trust).

Conversely, coaching programs need to provide not only basic coaching skills training, but also techniques to identify and address issues related to client relationship building, client engagement, and how to successfully involve an organization in the coaching process. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo


Dear John You are probably the best-known person amongst coaches all over the world. Your book <i>Coaching for Performance</i> has been one of the first from which most newcomers in this field are most likely to start their professional journey. At the same time, since this book was published, the field has changed significantly. One of the aspects of this change is signified by this journal that has a specific purpose to involve international community of coaches in further development of this field. We would like to know your thoughts on the agenda of coaching nowadays and its theory, research and practice. So we want to build our interview around the title of our journal. . PsycINFO. ., executive, theory. Article.


This paper is a revision and extension of a paper presented at the 2006 American Psychological Association Convention as a result of the senior author's receipt of the Harry and Miriam Levinson Award in 2005. Coauthored with Harry Levinson, it presents a complex case vignette, describes 9 core concepts either introduced or emphasized by him during his career, and then applies these concepts to the case study. The article provides a brief overview of the significant contributions to the field of consulting psychology made by Harry Levinson during his career and how they can be applied in executive coaching engagements. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. Article.


Outcomes of this empirical study demonstrated that executive coaching is an effective method of leadership development. One hundred fourteen executives and 42 coaches were surveyed using instruments designed to gather both quantitative and qualitative data. Results indicated that executive change occurred in 5 areas: people management, relationships with managers, goal setting and prioritization, engagement and productivity, and dialogue and communication. This study also highlights the importance of coach selection, executive commitment to behavioral change, and the role of good program and environmental support. The success of this coaching program also suggests that investment in well-designed and implemented programs can contribute to leadership development and the retention of talent. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, survey. . Empirical.

In this paper, presented largely in the form of a dialogue, I outline the mental processes required for engaging with the Constructive Developmental Framework (CPF) (Laske, 1999). From among the varieties of process consultation potentially benefiting from using CDF, I focus on coaching. I speak from experience with CDF, rather than primarily in terms of its theoretical foundations. Using one example, I convey a ‘feel’ of how developmental coaching works in practice once CDF has been learned and internalized by its user. . International Journal of Evidence Based Coaching and Mentoring., executive, theory. 


Coaching is growing rapidly as a way to help individuals improve their professional and/or personal success. Although similar services have been offered for some time, coaching is becoming more widely available and is being offered by a more diverse set of professionals. This research was undertaken to learn more about coaches from varying academic backgrounds, and how they may differ in their approach to their craft. In the study, 2,231 coaches participated by completing a web-based survey examining coaching practices. A general discussion and conclusions are included. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo., Executive, survey. Empirical.


In this conceptual article we suggest that understanding clients’ self-reflexive processes enables coaches to become even more effective in helping clients make changes in how they think, feel and act. Our aim is also to throw light on the relationship between metacognition, change and coaching. We begin with an overview of theories of metacognition and then set out 10 principles of meta-level processing which, together with an understanding of NLP (neuro-linguistic programming), lead Hall to propose the Meta-States model of self-reflexivity (Hall 1995/2000). We then describe the Meta-States model and how it in turn led to the development of the Axes of Change model (Hall and Duval 2004). Following that we outline how the NLP, Meta-States and Axes of Change models underpin the Meta-coaching methodology and we illustrate with case studies. Finally we reflect on how the ideas presented here address issues raised in the coaching literature. . International Journal of Evidence Based Coaching and Mentoring., executive, theory. 


In this article, a Christian therapist-turned-coach discusses his journey and the field of life coaching. The various topics discussed are (1) history of coaching, (2) core principles of coaching, (3) process of coaching, (4) mechanics of coaching, and (5) training programs. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo., life, theory. Article.


The science of personality measurement in the workplace has developed a great deal in the past 2 decades, and the five-factor model (FFM) is generally recognized as the most notable taxonomy of "normal" personality. Meanwhile, coaching has become a well-established method of one-on-one leadership development in many organizations. Given the research investigating the relationship between the FFM and work-related behavior and performance, including leadership, the authors' aim is to advocate the profiling of personality against the FFM to provide a useful framework for behavioral change in executive coaching. Coaching typically deals with skill deficits, performance problems, change challenges, and issues raised by the executive himself or herself, and a research-based understanding of personality--behavior linkages can provide valuable insights for the coach and coachee and a path forward to a wide range of coaching challenges. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo., Executive, theory. Article.


The article presents a team building activity that promotes cooperation among participants of a meeting. It is aimed at encouraging participants to practice coaching and help each other in actively participating in a meeting. The activity could be used when individuals are focusing too much on themselves and are not cooperating well and when there is not enough preparation time and materials for a more elaborate activity. This activity could also be used by virtual teams since it is deemed to work regardless of the technology used. BusinessSourcePremier., group, theory. Article.


This article focuses on how the principles and practice of cognitive behaviour therapy (CBT) can be adapted to the field of coaching to become cognitive behaviour coaching (CBC) and the current empirical status of CBC is discussed. The centrepiece of CBC practice is the ABCDE model of identifying psychological blocks and their
removal. Typical tools and techniques used in CBC are outlined and ten key questions to ask in coaching are advanced. What CBC can offer coaches is discussed and, finally, suggestions are made to point out when coaching should really be counselling. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). Article.

(2008) Newnham-Kanas, C. D. I. J. M., Don "Co-Active Life Coaching as a Treatment for Adults with Obesity " International Journal of Evidence Based Coaching and Mentoring Vol. 6, No.2 This study evaluates the impact of one-on-one coaching on the waist circumference, BMI, self-esteem, self-efficacy, physical activity, and functional health status of adults with obesity. A one-group within-subjects, pre-test post-test study design was used. The study took place at the University of Western Ontario from June-October 2007. A total of 20 men and women aged 35-55, with a BMI ≥ 30 participated in the study. Each engaged in six to eight 35-minute sessions with a Certified Professional Co-Active Coach during which they explored desired changes and how to achieve them. Paired t-tests were used to analyse the pre- and post-quantitative data and inductive content analysis was used to assess the qualitative interviews. Significant decreases in waist circumference and increases in self-esteem and functional health status were found. Qualitatively, participants reported an increase in daily physical activity and healthier dietary choices, feelings of optimism, and greater self-acceptance. Thus life coaching shows promise as an obesity intervention, although more research is needed. International Journal of Evidence Based Coaching and Mentoring, health, within-subject design. Empirical.

(2008) Okurame, D. "Mentoring in the Nigerian academia: experiences and challenges " International Journal of Evidence Based Coaching and Mentoring Vol. 6, No.2 Using qualitative and quantitative measures, this study explores the mentoring experiences and challenges among 48 members of the academic staff in a Nigerian university social science faculty, where the mission was to enhance the skills of academic staff members through mentoring programmes. The findings of the survey revealed that the few existing mentoring relationships are informal and were developed on the basis of similarity of research interests, initial delegation of work activity by mentors to their protégés, the delegation of conference/workshop attendance by mentor to protégés, inclusion of protégés in research projects and supervision of the protégé’s thesis. Results showed that areas in which mentors have supported their protégés include enlistment in group and international research networks, publication, counselling and advice, and financial support. The unresponsive attitude of junior academics, the pressure of administrative duties, lack of funds and formal mentor/protégé structures were commonly reported as barriers to mentoring. The implications of these findings for faculty policy formulation, training and effective delivery of mentoring are discussed. International Journal of Evidence Based Coaching and Mentoring, executive, survey. Empirical.

(2008) Ozkan, E. "Executive coaching: Crafting a versatile self in corporate America." Dissertation Abstracts International Section A: Humanities and Social Sciences Vol 69(2-A), 2008, pp 651 In recent years, coaching has become a major form of personal and professional development service offered to executives to help develop leadership skills, enhance performance, and remediate patterns of problematic workplace behavior. This dissertation examines the emergence and development of executive coaching in the United States as a new form of professional expertise. Drawing on eighteen months of ethnographic research, the majority of which took place in New York City, this study analyzes the ways in which executive coaching brings together theories of individual psychology and of organizational efficiency in order to increase functionality and productivity at work. Executive coaching is: (a) a new form of professional expertise, (b) a management tool to increase productivity and efficiency at work, (c) a window to changing notions of the self and personhood in America and, finally (d) an access point to the corporate world. This study explores these four dimensions of executive coaching. I argue that the emergence of coaching is a product of and a response to a fast changing business environment where continuous improvement is required to adapt to the volatility of changes. Change in the larger context (corporate settings and business environments) is not to be resisted or criticized but to be enabled through the change of the self. This dissertation illustrates and explains the grounds of a shift away from systemic approaches and systemic criticism towards individualistic approaches. Coaching emerges in and becomes an illustration of a neo-liberal economy that emphasizes constant retraining of a self that is versatile, pragmatic and fragmented. (Copies available exclusively from MIT Libraries, Rm. 14-0551, Cambridge, MA 02139-4307. Ph. 617-253-5668; Fax 617-253-1690.) (PsycINFO Database Record (c) 2008 APA, all rights reserved). Executive, survey. PhD.

(2008) Palmer, I. and R. Dunford "Organizational change and the importance of embedded assumptions." British Journal of Management 19(Suppl 1): S20-S32. 'Managing change' appears a simple enough term. However, no common ontological assumption underlies either the notion of 'managing' or that of 'change'. In this paper, we identify different assumptions about both what it means to manage and the nature of change outcomes. From these assumptions we derive six different images of managing organizational change: directing, navigating, caretaking, coaching, interpreting and nurturing. We show how each image is underpinned by different organization theories. We then take each image and show how the differing ontological assumptions about managing and change outcomes are associated with different research agendas. We

This case study describes the therapeutic work with a client suffering from depression. A cognitive approach was used and a brief summary of the problem and the therapy is outlined. The client had suffered from procrastination for a long time and this was one of the key areas to be addressed in therapy. This case is presented to highlight that cognitive behavioural, rational emotive behavioural or multimodal coaching may be able to prevent mental health problems. It is possible that the client's problem with procrastination could have been tackled in psychologically based coaching at an earlier stage. Psychological coaching could have provided the client with tools to deal with the procrastination and increase her self-awareness. This could have prevented the development of the depression or helped the client to intervene at an earlier stage. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). . PsycInfo. ., health, case study. Empirical.


We examine the nature of peer coaching and frame it as a type of developmental tool that can enhance personal and professional development. We begin with a discussion of the relational perspective on career learning, which provides a context for peer coaching as a tool that can accelerate career learning. We distinguish between peer coaching and the related concepts of mentoring and peer mentoring and discuss factors that facilitate the development of this type of helping relationship. We offer a discussion of the key characteristics of effective peer-coaching relationships, and we provide an empirical test of the impact of these characteristics with a survey of MBA students. We also offer a theoretical model of peer coaching, along with propositions for future research. We conclude that when peer coaching works best for a person, it happens through a 3-step process of (1) building the developmental relationship, (2) creating success in development, and (3) internalizing the learning tactic by applying the peer-coaching process in future eiationships. PsycInfo. ., executive, survey. Empirical.


This study adopts a mixed methodology case study approach in order to provide support for the call for a radical re-evaluation of what enables coaching and mentoring within the small and medium sized enterprise (SME) context. The findings highlight the complex and inter-related nature of many of the barriers that hinder practice and support the contention that at the core of both of these phenomena is the pervasive level of control that owner/managers actually wield. Significantly this means that owner/manages hold the key to coaching and mentoring success within the SME environment and their engagement by government agencies and providers is crucial. . International Journal of Evidence Based Coaching and Mentoring ., executive, case study. Empirical.


The article discusses Three Principles Psychology (TPP) and how it applies to leadership development and coaching. The authors explain that TPP is a psycho-educational approach that is gaining increasing popularity in the world of leadership development professionals. The article presents the results of a qualitative case study of TPP practitioners and business executives. The article also discusses the role of TPP in increasing leadership effectiveness, TPP's strengths and possible shortcomings as a leadership development approach, and TPP as an operating philosophy of organizations. BusinessSourcePremier. ., executive, theory. Article.


This brief article is a reaction to Kilburg and Levinson's (2008; see record 2008-03845-003) important article on the coaching and professional perspectives of Harry Levinson. Levinson's 50 years of seminal psychoanalytic thinking in business and organizations has shone a bright light in some very dark corners of work environments and executive suites. However, capturing, summarizing, and reprising the breadth and depth of his intellectual journey is a difficult task. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). . PsycInfo. ., executive, theory. Article.


Coaching is extremely popular in many organizations and among many executives, managers, and ambitious wannabes. The functions coaches perform are not new but the term is more marketable than were earlier names.
Capitalistic motives have drawn service providers to assume the name “coach.” Various types of helpers and others have adopted the title for its cachet. Given that there are a myriad of coaching choices, this article covers some of the history, background, objectives, selection, and evaluation issues to consider. While there is no guarantee, informed buyers may make better purchasing decisions.
Coaching has attracted much attention from health professionals interested in collaborative, person-centred approaches to motivating behaviour change. Whilst initial research supports the efficacy of coaching in health contexts, more theoretical and empirical work is needed. Based on recent work demonstrating the important role that mindfulness plays in self-regulation, it was hypothesised that the efficacy of health coaching could be enhanced through the inclusion of Mindfulness Training (MT). To test this, 45 adult were randomly assigned to three health programmes for eight weeks. Using a crossover design, two groups received an alternative delivery of MT and cognitive-behavioural, solution-focused (CB-SF) coaching, whilst the third group participated in a series of health education seminars. Results showed that goal attainment was significantly greater in the facilitative/coaching format than the educative/directive format. No significant differences were found for goal attainment between the two MT/CB-SF conditions suggesting that the delivery sequence had little bearing on outcomes. After reviewing the results, the implications for health professionals are discussed. Coaching: An International Journal of Theory, Research and Practice. 

Article. 


Using the Five Factor Model of personality and the construct general self-efficacy this study explores the relationship between coaching clients' personality and a self-report measure of the transfer of learning from coaching to the workplace. Positive correlations are found between the application of coaching development and conscientiousness, openness to experience, emotional stability and general self-efficacy. Conscientiousness is also found to be associated with generalisation and maintenance of outcomes. Personality measures may have value as a means for identifying coaching clients who require support in order to make manifest the changes experienced in coaching. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). 

Article. 


Coaching has been primarily used as an individual growth and development process within organizations, particularly at the leadership or high potential employee level (Hunt & Weintraub, 2002). While developing top talent is undoubtedly an important use of coaching, other organizational objectives can also benefit from using coaching. Organizational Change (OC) is one such area in which coaching can contribute to the overall effort. Organizational Change requires a number of interlocking phases of change from the individual to the team to the organization as a whole, opening up a number of opportunities for coaching to those involved in these types of initiatives. In this article, short overviews of models of individual change and organizational change are given and through the discussion of an OC effort within an organization, the use of coaching as a tool in implementing and sustaining change is illustrated. Coaching: An International Journal of Theory, Research and Practice. 

Article. 

Styhre, A. "Coaching as second-order observations: Learning from site managers in the construction industry." Leadership & Organization Development Journal 29(3): 275-290

Purpose: Executive coaching has emerged as a widely used leadership development practice in organizations. To date, however, the literature on coaching is largely devoid of studies of how coaching works in practice and no unified comprehensive theoretical framework has been agreed upon which supports the practice of coaching. This paper aims to draw on the social systems theory of Niklas Luhmann and argue that the distinction between first- and second-order observations is central to the practice of coaching. Design/methodology/approach: The paper reports on a yearlong study of the coaching of site managers in construction projects. The study shows that coaching actively helped the site managers to relate to their previous experiences and modes of operating and to conceive of new and effective ways of leading their work. Findings: The participating site managers looked upon the coaching program as being helpful both with regard to dealing with practical day-to-day problems and concerns and with regard to their development as managers. Above all, the site managers appreciated being provided with a space where they could articulate their problems and discuss them with an external interlocutor. Practical implications: Coaching programs may be helpful for both site and other managers in the construction industry, and in other industries. Further research is needed to
explore the benefits and limitations of executive coaching. Originality/value: The paper contributes to the literature on coaching by providing a study of coaching wherein both coaches and coachees are given a voice and by means of references to Luhmann's work. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., Executive, theory. Article.

This paper describes a five factor framework for understanding the work of middle managers based on who they are interacting with, and the purpose of the interaction. Middle managers work with top managers, peers, and employees to either (1) share information and communicate or (2) influence other's perceptions and actions. We found this leadership framework an invaluable tool for helping our coaching clients see how their work fits into a web of relationships and how those relationships can be strengthened to enhance personal and organizational effectiveness.

Empirically furthering the body of knowledge regarding executive coaching, this study explored the relationships between changes in leadership competencies and learning agility amongst a sample (N=47) of Microsoft senior executives receiving executive coaching. In doing so this research sought to identify the validity of utilizing learning agility scores as a surrogate measure of an executive's readiness for executive coaching. The executive coaches assessed the learning agility of the senior executives using CHOICESreg; Architect. The senior executives were found to be learning agile, and the greatest opportunity for development was related to interpersonal skills (People Agility). To measure leadership competencies, scores from a proprietary Microsoft Leadership Competency Model were utilized. Scores across the eleven competencies were measured by the executive and their manager across time (November 2005 and April 2007), from which gain scores were calculated. Both groups identified a decrease in three competencies—the largest associated with the competency Building Organizations, Teams and People. The ordinal learning agility outputs were correlated with the ordinal leadership competency gain scores using Kendall's Tau (N=14). The strongest relationship was identified between People Agility and the change in Building Organizations, Teams and People with a mean correlation value of .485. Of the 110 possible correlations, 49% were found to be greater than .30 and more than a quarter of these were .50 or greater. This demonstrated a meaningful practical significance of the association between changes in leadership competencies and learning agility among those participating in executive coaching. In the event Microsoft chooses to objectively measure the impact of executive coaching by means of improvement in leadership competencies, learning agility provides a filter to identify with whom executive coaching is best utilized. Executives most able to maximize a return on the executive coaching investment could be identified. The question remains—is learning agility a measure of readiness useful in maximizing executive coaching interventions? Based on the literature review, this is the first study focused on empirically connecting executive coaching, changes in leadership competencies and learning agility and so a definitive answer requires more research. However, the findings are encouraging. (PsycINFO Database Record (c) 2008 APA, all rights reserved). PsycInfo. ., Executive, within-subject design, validated, self-report. PhD.

Coaching in different forms is prevalent in many European organisations. However, individuals typically receive coaching in the traditional dyadic form. Groups are generally formed only for training. In this article, it is argued that coaching executives in groups to leverage collective experience in an experiential encounter and provide ongoing support, is an efficient and potent way for executives to transform. Drawing on elements of psychoanalytic theory and group dynamics, the article presents a model which practitioners at educational establishments and in organisations can deploy with sustainable results. (PsycINFO Database Record (c) 2008 APA, all rights reserved) (journal abstract). PsycInfo. ., group, theory. Article.

The article presents information on the methods and principles of business coaching, focusing on the importance of self-directed learning and providing some background information on the development of the concept, which is said to have originated in the 1970's. Allowing people opportunities to experiment and make some mistakes without being blamed harshly is said to be an essential part of the process, as is positive reinforcement. The question of whether such approaches are practical for all business environments is addressed. BusinessSourcePremier. ., workplace, theory. Article.

The objective of this paper is to explore factors that impact on the selection and matching of coaches with executives in organisations. Selection of coaches is seen to be of utmost importance and a number of different stakeholders are invariably involved in the selection and matching decisions. This conceptual paper uses critical analysis and discussion of a wide range of literature in order to explore the issues at play. The paper positions selection and matching within a conceptual framework and offers a systemic perspective on the organisational processes involved. It thus widens the debate on which actors exert influence. The paper argues that organisations should focus on preparing the executive to be better equipped to maximise their potential for being coached, focusing on selecting coaches, rather than being distracted by the matching question.


2009 (n = 16; A =7; E =7; PhD = 2; S = 2; C = 4; WS =1; BS = 1) (RC = 1)


Work on the evolution of consciousness and its implications for supporting adult learning and professional development is very important for coaching. I believe that most coaches hold dear to their heart the idea of the possibility and necessity of ongoing psychological transformation in adulthood and the need for a better fit between adult capacities and the hidden demands of modern life. It is not surprising then that your approach to understanding adult development, well known as a meaningful and coherent theory, now is in the process of creating its own niche in coaching I would like this process to be the focus of our interview. Bio. Article.


Numerous authors have suggested that the working relationship between coach and coachee constitutes an essential condition to the success of executive coaching. This study empirically investigated the links between the coach-coachee relationship and the success of a coaching intervention in an organizational setting. Data were collected from two samples: 73 managers who received executive coaching for a period of eight months and 24 coaches. Results from 31 coach-coachee dyads were analyzed. Results indicate that the coach-coachee relationship plays a mediating role between the coaching received and development of the coachees' self-efficacy. Findings also show four significant correlates to the coach-coachee relationship: the coach's self-efficacy with regard to facilitating learning and results, the coachee's motivation to transfer, his or her perception of supervisor support, and the number of coaching sessions received. BusinessSourcePremier. Bio, executive, within-subjects. Empirical.


We describe a small, hypothesis-generating study of the use of a measure of complexity of mind in coaching contexts. The aims of the pilot study were threefold: (a) to explore participants' insights and reactions to the use of a developmental theory in coaching; (b) to develop and explore a process for using the Subject-Object Interview (SOI) inside or outside existing coaching relationships; and (c) to provide a preliminary evaluation of the usefulness and/or potential limitations of the SOI for coaching contexts. All 15 participants in this qualitative study enjoyed the process and most reported significant or profound insights arising from the process that were potentially useful for their own development. The process revealed some of the growing edges of the clients' insights into their own way of being, their relationships, and their work. Importantly, participants reported that the SOI and associated discussions allowed them to identify key developmental issues more quickly than other approaches they had experienced. While the time and high skill levels associated with conducting an SOI and feedback discussion may preclude its use in many coaching contexts, there are implications that arise from this work for coaches interested in working in developmentally-informed ways. Case study Empirical.


During the past few years, the growth of an emergent 'coaching industry' has resulted in some scholars calling for the development of a genuine coaching profession. Yet contemporary organization development (OD) and human resource development (HRD) practitioners conceive of coaching as an extant core component of their respective fields of study and practice. This paper reports the results of a qualitative study that examined different conceptualizations and definitions of 'coaching,' OD, and 'HRD' found in the respective literatures. The results suggest all three fields of practice are very similar, both in terms of their intended purpose and processes. This finding poses a dilemma and challenge for those who believe a genuine coaching profession with its own identity and unique body of empirically tested knowledge can be distinctly defined and delineated. . International Journal of Evidence Based Coaching and Mentoring Bio, executive, theory. Article.

The aim of this study was to describe specific coaching skills for procrastination, integrate them into a brief cognitive-behavioural coaching programme for procrastination, and determine the programme's effectiveness through an A-B direct replication series with follow-up assessments at three and six months. Results showed that at post-coaching all participants made significant improvements on scores of decisional and behavioural procrastination. Gains were maintained at follow-up. These preliminary results suggest that brief cognitive-behavioural coaching could be an effective and time efficient intervention for procrastination. Further evaluations are clearly warranted. Bio, case study. case study Empirical.


To be able to rigorously reflect upon the effects, risks and limitations of current coaching practices, we need to understand the ideologies and theoretical assumptions of coaching. In this article the author presents her research to identify some of these ideologies and assumptions. Through her work she has found in particular two risks involved with the current ways of thinking in the coaching business: the potential exhaustion of the client as the result of a continuous focus on improving; and how the power and influence of the coach is downplayed as the coach is perceived as a neutral catalyst, merely speeding up the process without affecting the content or result of the coaching. The author also introduces the theory of Complex Responsive Processes of Relating and uses this theory to suggest a contrasting view of the dynamics of the coaching relationship. Bio. Article.


This Article does not have an abstract. Bio. Article.


While executive life coaching is quite prominent in the research forum as outlined in Grant’s workplace and executive life coaching annotated bibliography (2005), studies pertaining to life coaching-related health outcomes are fewer in number and they have not been well recognized. Furthermore, although health-related studies focusing on life coaching as one form of health-related treatment have been conducted for some time, neither a summary nor an appraisal of the methodological soundness of these studies have been conducted. Therefore, the two-fold purpose of this annotated bibliography is: 1) to present a summary of critically appraised life coaching studies related to health research; and 2) stemming from that summary, to outline possible avenues for future health-related coaching research.

International Journal of Evidence Based Coaching and Mentoring Bio, executive, life, health, theory. Article.


The term "executive coaching" recently has come into counseling parlance and is used to describe an intervention or set of interventions offered by a professional, the executive coach, to a managerial or executive client (Douglas & Moorley, 2000; Hart, 2002). Executive coaching has been defined and described in varied ways, but generally it is a one-on-one, confidential relationship designed to help the client improve job performance and develop professionally (Joo, 2005; Sherman & Freas, 2004; Whitherspoon & White, 1998). Because the description of executive coaching is reflective of counseling in multiple ways, comparisons of the disciplines are occurring. Executive coaching as a stand alone field is in its infancy, and although the attention to executive coaching among businesses, training professionals, psychologists, and counselors is at an all-time high, few empirical studies exist that examine the professionals involved in executive coaching, the skills and competencies required to perform executive coaching, the process of executive coaching, or the impact of coaching on individuals and organizations who receive the service (Feldman & Lankau, 2005; Joo, 2005). Likewise, the scientific lens is just beginning to be focused on executive coaching as it relates specifically to counseling, and considerable research is needed. It was within this environment that the current study was conceptualized. As a first step in clarifying the relationship between counseling and coaching, this study was conducted to establish an understanding of the work behaviors of executive coaches, and to determine the frequency and importance of the work behaviors used by executive coaches in their work, and to determine the extent to which known counseling work behaviors are used by executive coaches. In addition, this study was designed to examine the relationship of specific demographic variables (i.e., gender, educational background, professional work experience, and coaching experience) with participants' ratings of the frequency in which they engage in coaching work behaviors and the importance of such behaviors. Results indicate that counseling work behaviors are among the existing set of coaching work behaviors, and that a coach's background affects how they engage in the executive coaching process. In addition, results provide data that could inform how counselors interested in the coaching field may transfer their counseling skills to the coaching enterprise.
This paper reviews the development of coaching in schools and presents findings from a multi-school site longitudinal study in the UK. The paper starts by reviewing the coaching educational literature and identifies the growth of coaching in educational settings for teacher development and principal/head teacher performance. The paper uses an example leading work in Sandwell Council to explore the potential for coaching to be extended to working with non-adult populations, specifically with children preparing for examinations and builds on previous studies in this area. The paper highlights the processes involved in training coaches in this project, the coaching process and the outcome of a three-year longitudinal study. It moves to discuss the emerging potential for coaching in working with non-adult students and how educational authorities can use the Sandwell example to develop their own programmes. The study shows the benefits of coaching when used as a personal development tool to support learning. It also reveals the potential for coaching as an intervention for non-adult populations, specifically in enhancing examination performance and its potential to become a government tool to address social disadvantage and, if targetted, to increase the number of children from lower socio-economic groups progressing to university. The paper lastly raises the question whether coaching can be used to address challenges faced by young people during periods of stress. Bio, within subject. Empirical.

The escalating demand for coaching worldwide has motivated practitioners, consumers and educators of coaching to advocate professionalisation of the industry to safeguard quality, effectiveness and ethical integrity. The potential benefit to coaching of professional status has led to an interest in consultative dialogue, such as the Global Convention on Coaching (GCC) and the International Coaching Research Forum (ICRF). The formal GCC began in July 2007 in New York, culminating in Dublin in 2008, with the presentation and discussion of white papers related to the advancement of the discipline. The <i>Dublin Declaration on Coaching</i> recommends establishment of a common understanding of the profession through shared codes of ethics, standards of practice and educational guidelines; acknowledgement of the multi-disciplinary roots and nature of coaching; and moving beyond self-interest to address core critical areas in on-going consultative dialogue. In September 2008, the ICRF, consisting of internationally recognised researchers, coaching professionals and other stakeholders met at Harvard to produce research proposal outlines to advance coaching as an evidence-based discipline. The GCC and ICRF have initiated a process that is seeking to clarify what coaching is, to measure and study its effectiveness, and to identify what role practitioners, academics and other stakeholders have to play. This paper examines the achievements of the GCC in some detail, with an overview of the ICRF. However, coaching is a fair distance from becoming a profession, and there is a question mark as to whether it will become a full-blown profession. The challenge for stakeholders in the global coaching community is to let go of power, control and territoriality in order to collaborate and share their ideas, expertise and research to advance a more disciplined and rigorous field. Bio. Article.

Mentoring is rapidly gaining in popularity as a customized way to assist and support the novice entrepreneur. However, we still do not know very much about the usefulness of this approach or the benefits perceived by the mentees. The purpose of this study is to share evaluation data associated with a formal mentoring program, with respect to those factors that are likely to influence mentees’ satisfaction with their mentoring experience. Data was collected from 142 entrepreneurs who participated in a formal mentoring program designed for novice entrepreneurs by the Fondation de l’Entrepreneurship in Quebec, Canada. Results show that it is very important for the mentee to feel that his/her mentor truly understands what he/she is going through. Trust is of utmost importance and both the mentor and his/her mentee have to respect the “moral contract” they established at the beginning of the relationship. Finally, the mentee expects the mentoring relationship to produce visible results in his/her firm. Bio. Article.
The purpose of this qualitative study was to explore the impact of Co-active life coaching on obese female university students. Five obese (BMI ≥ 30kg/m²), female university students received an average of nine weekly, 35-minute, one-on-one sessions with a certified coach. Semi-structured, in-depth interviews before and after participating in the coaching intervention were conducted, and inductive content analysis was utilized. Strategies to enhance data trustworthiness were incorporated throughout. Participants initially reported: struggling with barriers and experiencing pressure from family to lose weight; negative relationships with themselves; feeling self-conscious and remorse for their size and lifestyle choices. At the conclusion of the study period, participants attributed enhanced self-acceptance; living healthier lifestyles; and making themselves a priority to their coaching experience. They appreciated being treated as the expert in their lives. Life coaching has potential as a method for supporting obese individuals in improving their relationships with themselves, and may serve as a catalyst in facilitating weight-loss.

Anthony M Grant PhD anthonyg@psych.usyd.edu.au

This document was produced for the use of students of the Coaching Psychology Unit, Coaching Psychology Unit, School of Psychology, University of Sydney, Australia NSW 2006 and for other students of coaching. This is not a commercial offering.

This version supersedes all past versions of this document
## Appendix

### Table 1: Summary Table of 16 Between-subjects Studies to 2009

<table>
<thead>
<tr>
<th>Study</th>
<th>Intervention Overview</th>
<th>Type of Study</th>
<th>Key Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miller (1990)</td>
<td>33 employees. Some received coaching by their managers over 4 weeks</td>
<td>Quasi-experimental field study (a) Coaching group; (b) control group</td>
<td>No sig. differences pre-post for interpersonal communication skills</td>
</tr>
<tr>
<td>Deviney (1994) *</td>
<td>45 line supervisors at a nuclear power plant. Some received feedback and coaching from their managers over 9 weeks</td>
<td>Randomised controlled study (a) Feedback plus coaching, (b) Feedback with no coaching, (c) Control group</td>
<td>No sig. differences in pre-post feedback behaviour</td>
</tr>
<tr>
<td>Taylor (1997) *</td>
<td>Participants undergoing a Medical College Admission Test preparation course</td>
<td>Randomised controlled study (a) Training only; (b) Coaching only; (c) Training plus coaching; (d) Control group</td>
<td>Coaching reduced stress more than training</td>
</tr>
<tr>
<td>Grant (2002) *</td>
<td>62 trainee accountants received group coaching over one semester</td>
<td>Randomised controlled study (a) Cognitive coaching only; (b) Behavioral coaching only; (c) Combined cognitive and behavioral coaching; (d) Control groups for each condition</td>
<td>Combined cognitive and behavioral coaching most effective in increasing grade point average, study skills, self-regulation, and mental health. GPA gains maintained in 12 month follow-up</td>
</tr>
<tr>
<td>Miller, Yahne, Moyers, Martinez &amp; Pirritano (2004) *</td>
<td>140 Licensed substance abuse professionals learnt Motivational Interviewing via a range of methods</td>
<td>Randomised controlled study (a) Workshop only; (b) Workshop plus feedback; (c) Workshop plus coaching; (d) Workshop, feedback, and coaching; or (e) Waitlist control group</td>
<td>Relative to controls, the 4 trained groups had gains in proficiency. Coaching and/or feedback increased post-training proficiency</td>
</tr>
<tr>
<td>Sue-Chan &amp; Latham (2004)</td>
<td>53 MBA students in two studies in Canada and Australia</td>
<td>Random assignment (a) External coach; (b) Peer coach or (c) Self-coached</td>
<td>Study 1: External coaching associated with higher team playing behavior than peer coaching; Study 2: External and self coaching associated with higher grades than peer coaching</td>
</tr>
<tr>
<td>Study</td>
<td>Intervention Overview</td>
<td>Type of Study</td>
<td>Key Findings</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bennett, J. A. and N. A. Perrin (2005) *</td>
<td>111 individuals randomized to nurse coaching group or usual-care control group with coaching conducted by nurses on phone and email</td>
<td>Randomised controlled study</td>
<td>Intervention group had significantly less illness intrusiveness and health distress than controls at 6 months. Nurse-delivered MI, primarily using the telephone and email, is a feasible method to facilitate well-being in with older adults.</td>
</tr>
<tr>
<td>Gattellari, M., N. Donnelly, et al. (2005) *</td>
<td>277 GPs in total. Some received 2 phone-based peer coaching sessions integrated with educational resources</td>
<td>Randomised controlled study</td>
<td>Compared to controls, peer coaching increased GPs ability to make informed decisions about prostate-specific antigen screening</td>
</tr>
<tr>
<td>Gyllensten &amp; Palmer (2005)</td>
<td>31 participants from UK finance organization</td>
<td>Quasi-experimental field study</td>
<td>Anxiety and stress decreased more in the coaching group compared to control group</td>
</tr>
<tr>
<td>Evers, Brouwers &amp; Tomic (2006)</td>
<td>60 managers of the federal government</td>
<td>Quasi-experimental field study</td>
<td>Coaching increased outcome expectancies’ and self-efficacy</td>
</tr>
<tr>
<td>Green, Oades &amp; Grant (2006) *</td>
<td>56 adults (community sample) took part in SF-CB life coaching program</td>
<td>Randomised controlled study</td>
<td>Coaching increased goal attainment, well-being, and hope. 30-week follow-up found gains were maintained</td>
</tr>
<tr>
<td>Green, Grant &amp; Rynsaardt (2007) *</td>
<td>56 female high school students took part in SF-CB life coaching program for 10 individual coaching sessions over 2 school terms</td>
<td>Randomised controlled study</td>
<td>Coaching increased cognitive hardiness, mental health and hope</td>
</tr>
<tr>
<td>Spence &amp; Grant (2007) *</td>
<td>63 adults (community sample) took part in SF-CB life coaching program</td>
<td>Randomised controlled study</td>
<td>Professional coaching more effective in increasing goal commitment, goal attainment and environmental mastery</td>
</tr>
<tr>
<td>Duijts, Kant, van den Brandt &amp; Swaen (2007) *</td>
<td>Dutch employees assessed for the effectiveness of a preventive coaching program on sickness absence due to psychosocial health complaints and on wellbeing outcomes</td>
<td>Randomised controlled study</td>
<td>Significant improvements in health, life satisfaction, burnout, psychological wellbeing but no improvement in self-reported sickness absence</td>
</tr>
<tr>
<td>Spence, Cavanagh, &amp; Grant (2008) *</td>
<td>45 adults (community sample) took part in mindfulness-based health coaching over eight weeks</td>
<td>Randomised controlled study</td>
<td>Goal attainment greater in coaching than in the educative/directive format. No significant differences were found for goal attainment between the two MT/CB-SF conditions.</td>
</tr>
<tr>
<td>(Grant, Frith, &amp; Burton, 2009 in press)*</td>
<td>41 executives in a public health agency received 360-degree feedback and four SF-CB coaching sessions over ten week period</td>
<td>Randomised controlled study</td>
<td>Coaching enhanced goal attainment, resilience and workplace well-being and reduced depression and stress and helped participants deal with organisational change</td>
</tr>
</tbody>
</table>

Notes: SF-CB = Solution-focused cognitive behavioural; * = Randomised controlled study